

POWER RESULTS 2008-2009

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

District and School Participation

☒ **Single District/Institute Charter School Application:** One district applying on behalf of eligible students

Eligible Local Partnership (Optional)

Partnership type (mark all that apply):

☒ LEA

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Region: *Indicate the region(s) this proposal will directly impact*

☐ Metro ☐ Pikes Peak

☐ North Central ☒ **Northwest**

☐ West Central

☐ Southwest ☐ Southeast ☐ Northeast

Amount Requested: *Indicate the amount of funding you are requesting. Please note: This amount should match line 16 of the CDE Budget Form.*

\$ 150,000

Part I: Signature Page *(Complete and attach after cover page for each district applying)*

Single District/Institute Charter School Application: *Complete this form for one district application only.*

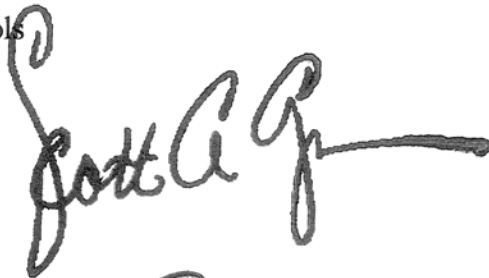
Multi-District Consortium Application: *Copy and complete this form for each district in the consortium. Attach additional pages directly after this page.*

In consideration of the receipt of these grant funds, the School District Board agrees to the assurances and disclaimers in the Enhancing Education Through Technology (EETT) - Power Results Request for Proposal.

DISTRICT SIGNATURES

District Name: Eagle County Schools

Board President Signature:

A handwritten signature in black ink, appearing to read "Scott A. G.", written over a horizontal line.

Superintendent Signature:

A handwritten signature in black ink, appearing to read "Sandra Bonser", written over a horizontal line.

ECS' Creating a 21st Century Learning Community Proposal

Executive Summary

Eagle County Schools (ECS) has identified specific gaps in the provision of Professional Development (PD) related to integration of Educational Technology and Information Technology (ET-IL) and the 21st Century Learning (C21L) skills, identified by research to be critical for creating students who can navigate the future with success. In 2009, ECS conducted three needs assessments to identify current level of proficiency, integration and need of ET-IL and C21L skills among instructional staff and students. A summary of needs identified included:

- **Students are not consistently exposed to ET-IL methodologies or C21L design principles imbedded in curriculum**, therefore have gaps in proficiency of advanced technology and C21L skills;
- **Most Teachers and Principals do not have ET-IL or C21L skills, nor have they received PD related to these concepts**, despite recognizing the critical nature of incorporating technology and also integrating C21L skills to optimize student learning;
- **All Schools have not incorporated a vision for integrating ET-IL or C21L skills**: they vary in comprehension and adoption of ECS vision related to integration of ET-IL and C21L.

Research suggests that effective PD incorporates ongoing, comprehensive, expert and peer-based, curriculum-oriented and imbedded learning among instructional staff with opportunities to create a Collaborative Learning Community. ECS has already created an imbedded PD structure that effectively delivers content-related instruction, and also special assistance in high-need areas of PD. However, funding has not been available to develop and provide teacher PD in the area of ET-IL and C21L. Because ET-IL and C21L skills were identified by District staff, Principals and teachers as an area of PD needed within the schools, ECS here proposes the following strategies to create a research-based and culturally-integrated methodology:

- A multi-day PD workshop for Eagle Classrooms of Tomorrow Teams (ECOTT) in secondary schools that will promote understanding and competence among teachers for ET-IL and C21L skills and an integration of the two to create innovative learning opportunities in the classroom, and provide stipends for teachers who participate;
- Provide ongoing and imbedded PD and technical support for the ECOTTs within secondary schools via the existing model and innovative delivery methods of PD;
- Create a 21st Century Learning Community among ECOTTs;
- Develop resources for dissemination among ECOTTs and all ECS clusters;
- Develop a web-based tool-box for dissemination among ECS teachers and to CDE to improve teaching practices related to IT and C21L skills.

The expected outcome for these strategies include: increased teacher knowledge and integration of ET-IL and C21L concepts and skills, integration of skills into all school-based “clusters” that addresses ET-IL and C21L skills to promote continuous growth and diffusion among the teaching network; and promote a 21st Century Learning Community through face-to-face, peer networks and alternative technology instruction and sharing of innovation. These short-term outcomes will be assessed for implementation and effectiveness, as well as connected to outcomes related to student effectiveness and achievement.

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I. ARRA Framing Questions for Decision Making

Driving results for students: All students enrolled in classrooms of teachers participating in the ECS model of professional development (PD) will receive enhanced instruction with imbedded Educational Technology- Instructional Learning (ET-IL) and 21st Century Learning (21CL) strategies. All ECS teachers provide differentiated instruction, and all students are mainstreamed into classrooms. Classrooms will have equal enrollment of impoverished, special education and English Language Learner students. Instructional strategies will be enhanced for these students by this initiative.

Increasing capacity: All ECS educators will ultimately be affected by the proposed strategies. This proposed model will train ~17 high school and ~17 middle school teachers (one teacher/cluster). Those teachers will become “21CL advisors” to their clusters, along with the District-level instructional coach, to enhance integration. The “tool box” created through this initiative will provide long-term resources.

Accelerating reform: ECS’ Information Communication Technology (ICT) Plan for 2010-2013 action items include: use technology to improve CSAP scores, support inquiry-based learning, provide PD on inquiry-based learning and problem-solving, and benchmark proficiencies/develop assessments for 21st Century Learning (21CL) skills. This proposed initiative will advance all of these ECS goals.

Planning for sustainability and improved productivity: This PD will provide internal capacity for all ECS instructors by enhancing teacher competencies within existing school-based PD “clusters”. It will also provide a “tool box” of online and other resources to be utilized beyond the initiative by all teachers.

Fostering continuous improvement: The use of the ETO® and Alchemy ® software will provide the framework for the collection and analysis of implementation and process data, to produce real-time results that will affect continuous delivery of the PD model.

II. Needs Assessment

Eagle County Schools conducted two needs assessments in 2008-09 related to the ET-IL needs. In addition, student ET-IL needs were identified from the 8th grade literacy assessment (Appendix B) using the TechLiteracy instrument. A State Educational Technology Directors Association Building survey (SEDTA, n.d.), was conducted in January 2009 among all seven secondary school principals (Appendix C). The second needs assessment included review of documents, site visits and classroom observations conducted by representatives of the Council on 21st Century Learning, using protocols also developed by SEDTA (Appendix D).

Data re: Current Proficiency and Use of Technology among Students

The 2008-9 TechLiteracy assessments demonstrated that 70% of 8th graders were technologically literate by the year-end in simple technology-use measures (75% in 2007-08). While these data indicate some proficiency among middle-school students, we do not know the effect of technology on student learning, nor whether students are learning 21CL skills.

The SEDTA survey showed that during the ECS school day, computers with internet connectivity are available at a ratio of 2:1-5:1, but exist more in media labs, libraries or other resource centers rather than in classrooms. At least one computer is available in all classrooms, which is typically used by the instructor for demonstrations or common searches. Printers and digital cameras are available to all classrooms and in resource rooms. All students have access to computers at local libraries (though distance is an issue), and some students have access at home. The SEDTA survey also detailed the frequency of technology use by students. Digital tool use

varies significantly among schools; more than 40% of students use technology weekly or more to communicate, solve real-world problems, print, and conduct online research. Very few students use technology to collaborate with students in or outside of their school. Principals report that students use technology to improve learning ranging from ½ - 1 hour (33% of schools), 1-2 hours (50 %) or more than 2 hours (17%) per week. No principals reported students use computers less than ½ hour/week. There is no consistency across schools (other than the 8th grade technology literacy assessment) in data collection about student technology use or proficiency.

The ICT audit noted that while students have access to ECS online resources beyond school hours, many students are unlikely to have Internet access at home or in the community. Site visitors confirmed that student access at school varies, depending on the teacher comfort level.

Student academic data (Appendix E) indicate that some improvements in CSAP scores have occurred over the last year, though there are still significant gaps in student learning. This initiative will both engage and excite students interested in student-directed and real-world learning and affect achievement through direct improvement in teacher instruction.

Data re: Integration and Proficiency of Technology in Schools and Among Teachers

The SEDTA building survey showed that all secondary ECS teachers and administrators use technology to increase efficiency. All teachers share a common understanding about how technology should be used, though only some teachers implement new technology. All ECS teachers have a personal laptop, with access to the internet at school (and home), productivity functions, and ECS databases from which they access student demographics, achievement data, and online assessments. Each school has ≥ 1 Promethean board; all classrooms have a LCD panel which teachers have begun to use exclusively rather than white or chalkboards.

A varying proportion of teachers use technology to deliver instruction for core content and elective areas (0% to 100%). In most schools, teachers are expected to use technology appropriate to their teaching assignment (86%) though for some there is no expectation about its use (14%). Technology is sometimes a formal part of the curriculum (29% in math, 71% in writing, 57% in science, 71% among electives). There is a wide variance in the proportion of teachers that require students to use technology for learning. Principals report that technology plays a large part in teachers' strategies for building student skill only in some content areas (0% for reading, 17% for math, 33% for writing, as compared to 50% for science and social studies).

Principals report that some teachers use "best practices" to make decisions about technology and are excited about learning new technology-oriented skills. Most teachers are not afraid to try new technologies, and they generally feel that school leadership is willing to support them in their use. There is less agreement about the reward, incentives or support for using new technology. 43% of principals feel that technology-supported teaching practices are not rewarded, and 72% of principals feel that they have only a few /some criteria by which to assess or guide technology (14% report having no criteria, 14% report having a number of criteria). ECS has adopted a formal written vision related to the integration of technology into teaching and learning; 86% of schools identified that they have adopted the written vision for technology but many teachers have not seen it. Most Principals identified that their content standards specifically incorporate technology literacy (86%) or 21CL skills (100%), though there has not been PD focused in that area nor are there assessments that measure the integration of 21CL skills. The teacher performance assessments include one indicator for technology literacy. 100% of Principals report their willingness to support teachers' integration of technology.

The SEDTA data show that while PD prepares teachers to understand theory-based instructional approaches and practice technologies in their school-based cluster units, there is no

allotment of time for teachers to collaborate on integration of new technologies in the classroom, to learn how technology relates to content (or 21CL) standards, to track teacher proficiency, or provide advanced users with more technology skills. This gap in time allocated to technology has occurred because ECS has been focused on Closing the Achievement Gap, a CDE priority.

The ICT audit expanded upon the SEDTA survey, and also highlighted shortcomings in technology integration among teachers and within curriculum. District-level ICT systems have been upgraded significantly since 2006, including new infrastructure, information systems, hardware and software to support teaching, learning and administration. However, site visitors more frequently observed teachers using technology than students. Of the classrooms observed during the site visit, only 24 of 55 classrooms were using technology, and only 13 (24%) involved student use. Observers also found teachers primarily using technology to support traditional instructional methods rather than integrating the technology into the curriculum and promoting student use. Additionally, site visitors found that while ECS has an ongoing, imbedded PD structure available to all teachers, sustained PD related to the use of ET-IL/ 21CL skills is not available. Site visitors noted that during 2008-9, the only ET-IL related PD was offered in six afterschool times, in which teachers voluntarily participated in technology topics that were not integrated with teacher priorities, or were out-of-context with their curricular work.

Gaps and Strengths in Integration of ET-IL & 21CL PD to Support Student Learning

Key findings from the various needs assessments include:

- **Technology Infrastructure and Tools:** ECS enjoys a robust telecommunications infrastructure, with up-to-date hardware and software, and core information systems.
- **Types of Technology Being Used:** Every ECS classroom has a LCD panel and laptop. All schools have Promethean Board, student response system, and document camera. Additional technologies are desired by some teachers, yet there are no resources to purchase them.
- **Effective Practice among Teachers:** Teachers use technology primarily to automate traditional instructional methods. Several barriers inhibit effective use to improve student learning: time constraints, conflicting district priorities, disconnected PD, and a focus on tools for teachers over tools for students.
- **Educator Proficiency:** Most teachers and principals lack proficiency in IT skills. Teachers are not getting differentiated, contextualized, imbedded PD related to ET-IL or 21CL.
- **Access and Equity:** Every school has high -speed Internet access. Tech tools are distributed evenly through ECS, though used differentially, and student home access varies. Students have limited access to technology in ways that would optimally encourage collaboration, self-direction, or engagement (core of 21CL skills). Students seldom use technology at school for higher-order thinking.
- **Vision, Systems, and Leadership:** District leaders embrace 21CL concepts and model uses of advanced technology. Building leaders encourage ET-IL innovation to varying degrees.
- **21CL Teaching and Learning:** Schools have not adopted a vision for integrating 21CL skills into teaching and learning. Most teachers and principals lack motivation and skills for implementing 21CL teaching and learning. Students are not consistently exposed to ET-IL methodologies, nor are 21CL design principles imbedded in curriculum.
- **PD for ET-IL and 21CL Skills:** Most teachers are neither trained nor required to use advanced technology to create 21CL skills among their students. There is no process for teachers or other instructional personnel (e.g., media specialists) to collaborate to learn higher-level technology skills or share “best practices” within or among schools.

Current Capacity to Conduct PD to Integrate ET-IL into Classrooms

The current ECS PD model is based on the Teacher Advancement Program, developed by Milken Family Foundation and advanced by the National Institute for Excellence in Teaching, implemented in 2005, and enhanced through the Teacher Incentive Fund (TIF) initiative begun in 2007. These combined models have produced a comprehensive approach to PD within ECS, whereby ongoing collaborative learning occurs among teachers within and across schools. A component of the ECS PD approach includes Master (5% of all teachers) and Mentor (20%) teachers at all schools who provide classroom and content-specific PD within “clusters” of teachers that meet weekly. Each school has an Instructional Learning Team (ILT) comprised of the principal and Masters and Mentors. Routine PD topics and innovations are disseminated through the ILT and cluster teams.

ECS PD also includes District-level Instructional Coaches who disseminate PD through their assigned school’s ILT. They deliver PD topics through trainings/modeling within clusters. This combination of District-level PD staff, school-level ILTs, and peer networking teacher clusters provides many opportunities to gain tools and theory related to ongoing improvement.

Principals and District leadership feel strongly that PD to improve integration of 21CL skills is essential for academic improvement. The ECS Superintendent has mandated that schools incorporate 21CL and ET-IL skills into all curriculum within the next few years. Following the ICT audit, the ECS superintendent created a High School Task Force on 21CL to encourage innovation in teaching and learning. During summer 2009, ECS supported a small-scale pilot among a dozen ECS teachers to enhance the integration of ET-IL skills within classrooms. An ECS District instructional coach assisted the self-selected teachers to incorporate technologies into existing classroom strategies; teachers will implement these strategies during 2009/10 in a few classrooms. This pilot program helped to better prepare ECS to conduct a District-wide PD effort to incorporate ET-IL & 21CL learning across disciplines and campuses and to create projects to engage students through inquiry and technology.

ECS teachers are “ripe” for an initiative to promote digital-age skills within classrooms. In an ECS all-District PD “Motivation and Engagement” conference held August 2009, 300 teachers attended 21CL “Expo” breakout sessions designed to expose teachers to 21CL skills (Appendix G). 55 teachers spontaneously commented that they “wanted more time to learn and explore” the topics, and 15 noted that they “wanted more practice”. ECS has already purchased the Avatar Professional Development Management System (PDMS), by Alchemy. Avatar PDMS tracks, manages, and delivers staff development activities. ECS uses Avatar PDMS to automate the evaluation and reporting of PD activities, and to create a data-driven PD program.

ECS leadership and instructional staff are at a high readiness level for a comprehensive and sustainable PD model to enhance ET-IL & 21CL skills. ECS proposes strategies here that will offer intensive PD to cohorts of teachers within each secondary school, who will then integrate ET-IL strategies into classroom-imbedded projects, and ultimately become “C21L advisors” within their school-based PD clusters to sustain learning over time among all teachers.

III. Technology Rich 21st Century Classrooms

The collaborative Apple Classrooms of Tomorrow-Today (ACOT²) initiative has identified six essential design principles for the 21st Century high school (Apple Classrooms of Tomorrow-Today, 2008). These design principles are: understanding 21st century skills and outcomes, relevant and applied curriculum, informative assessment, a culture of innovation and creativity, social and emotional connections with students, and ubiquitous access to technology.

These six design principles help underscore what teachers need to become more effective co-stewards of a high-technology, innovative and adaptive learning environment. Teachers need to implement a classroom-level project or plan for technology use that focuses on: curriculum and school-level priorities, student and instructional resource needs, and expansion of teaching methods beyond use of existing materials. To be effective, teachers must have a reason to use the technology, connect it to curriculum-specific learning with a variety of learning experiences, engage in collegial learning, and have access to training, administrative and technical support (North Central Regional Educational Laboratory, 2000). The current trend toward Problem-Based Learning (PBL) promotes active, student-centered, collaborative, inquiry-based learning (Center for Teaching, Learning & Scholarship, 2007), and provides a framework for integrating the 21CL design principles with technology (Sepien and Senn, 2000). The use of technology to promote this type of instructional model is student-centered and provides an environment for complex thinking, collaboration with others and on authentic tasks, and transforms student work beyond what was possible without technology. The PD is intensive and sustained, imbedded in the classroom, closely aligned with real teaching duties, provides decision-making capability to the teacher, and utilizes advanced technologies to promote teacher-learning much as the instructor would utilize in the classroom (eMINTS National Center, n.d.).

The National Staff Development Council and the School Redesign Network at Stanford University reported on the status of PD worldwide (Darling-Hammond, Wei, Andree, Richardson and Orphanos, 2009). The report noted that sustained, collaborative, and intensive PD was necessary to change teaching practices and affect student achievement; 90% of teachers worldwide had not received adequate PD. Integrating technology was one of the top four priorities among teachers worldwide, along with the need to provide opportunities to create collaborative communities (e.g., mentoring, peer coaching, collective development of curriculum, assessment and learning decisions) to promote instructional improvement.

Webb's Depth-of-Knowledge (DOK) framework is a taxonomy used to guide instructional practices and also measure integration of new skills. The four levels of the DOK taxonomy (Webb, 2002) focus on assessment of knowledge and the alignment of standards and assessments. Webb's four levels of DOK are level 1 (recall), level 2 (skill/concept), level 3 (strategic thinking), and level 4 (extended thinking), and they are applicable to all subject areas and at all grade levels, including college. The DOK framework can be used, along with the ISTE NETS-T to guide development and measurement of PD for teachers related to digital-age learning. The LoTi Digital Age Survey (previously the DETAILS survey) (www.loticonnection.com) incorporates the DOK and also measures three primary domains of teacher performance based on the ISTE NETS-T. These domains include Level of Technology Implementation (LoTi), (e.g., instructional focus on student use of digital tools, inquiry-based modes of learning, learner-centered strategies, authentic problem-solving); Personal Computer Use (PCU), (e.g., teacher fluency of digital tools and resources in instructional strategies, the presence of a vision for technology infusion, use of global learning communities); and Current Instructional Practices (CIP), (e.g., use of learner-based approaches to enhance critical thinking and problem-solving skills, use of alternate assessments). The LoTi survey will be used to guide and measure changes in teacher proficiency of ET-IL and 21CL proficiencies in this initiative.

The current ECS model of PD has produced a strong and comprehensive approach to PD within ECS, with ongoing, comprehensive, and collaborative learning among teachers. District-level Instructional Coaches disseminate PD innovations through the Master/Mentor teachers, providing multiple opportunities for teachers to gain specific tools and theory related to

continuous improvement of instructional practices. Currently there is not a district-level Coach who focuses on technology among school clusters.

Through this initiative, ECS will create a sustainable 21CL Community (National Staff Development Council, n.d.) among its teachers, PD staff, and students, within the existing PD model of District-level Instructional coaches, school ILTs, and teacher clusters. The goal of this Learning Community is to create a learner-centered culture via school-based clusters (Eagle Classrooms of Tomorrow Team, or ECOTT) that will help students and teachers find their individualistic approach to success (Griffin Good and Kalmon, n.d.; Marshall, 1997). Through the addition of a highly-trained ET-IL Instructional Coach, ECS will utilize and expand its in-house resources for providing high-quality training & coaching to instructional staff through intensive hands-on coursework and imbedded PD.

ECS Plan for Professional Development to Create a 21st Century Learning Community

This ECS plan will develop a district-wide network of PD staff and committed educators, through an additional District-level Coach and integration into the existing ECS PD structure, to advance the ECS goals for 21CL and ET-IL. In this first year of this initiative, ECS will integrate technology and 21CL skills among all high school clusters, and in year two will continue work with high schools and expand to middle schools. Specific goals for this project include:

- Implement three-day PD workshop for cluster-based Eagle Classrooms of Tomorrow Teams (ECOTT) in secondary schools (Year 1: HS, Year 2: MS) that will:
 - Promote understanding and competence among instructional staff for ET-IL & 21CL guided by ISTE NETS standards and skills, among teachers and for students;
 - Provide methods to integrate the two competencies within the classroom;
 - Provide “high need” bonuses (funded by ECS) to teachers who participate.
- Provide ongoing and imbedded PD and technical support for the ECOTT within secondary schools via Instructional Coach delivery to ILTs and clusters and via alternative PD delivery;
- Create a 21CL Community among ECOTTs using alternative and face-to-face technologies;
- Develop resources for dissemination among ECOTTs/ ECS clusters to enhancing digital-age skills among students (to meet ISTE NETS-S);
- Develop a web-based “tool-box” for dissemination among ECS teachers and to CDE to improve teaching practices related to ISTE-NETS-T standards.

The following table depicts the process, goals, teacher outcomes and timeline for the ECS’ *Creating a 21st Century Learning Community* proposal.

INITIATIVE ACTIVITY	GOALS	INSTRUCTIONAL STAFF OUTCOME	TIMELINE
Hire Instructional Coach: Sept-Oct 2009			
Hire I.C.	Recruit nationally for I.C.	NA	Sept-Oct 2009
Develop PD Workshops & Training Modules: Sept 2009-May 2010			
Develop intro, 3- day workshop & ongoing PD	Develop PD materials for: <ul style="list-style-type: none"> • Introductory workshop • 3-day workshop • Ongoing PD 	NA	Sept 2009-Oct 2009
Selection Process for School-level Clusters: Oct 2009			
Develop & administer selection	<ul style="list-style-type: none"> ▶ Develop criteria for school-based ECOTT members (Appendix F) ▶ Choose ECOTT members from high schools 	<ul style="list-style-type: none"> ▶ Submit ECOTT application ▶ Identify process and outcomes for participation in 	Oct 2009

process for clusters		district-based ECOTT	
Orientation to Grant and Clusters: Oct 2009			
Intro to Initiative	Provide introduction to grant process & timeline	► Identify steps/ process for learning about IT & 21CL	4:00-6:00p late October
Initial 3 day workshop: Early Nov 2009			
ET-IL Skills	► Expose participants to ET-IL tools in workshop, demo alternative ET-IL modules <ul style="list-style-type: none"> • Effective Use of Productivity Tools • Webinars and Video Conferencing • Building a Web Presence • Interactive Whiteboards, Response Systems • Video Resources for the Classroom • Wikis & Web 2.0 Technologies ► Expose participants to NETS standards	<ul style="list-style-type: none"> • Identify useful tools to integrate IT into instruction • Identify IT appropriate use • Develop awareness of training modules • Produce ≥ 1 innovative/ relevant classroom application for IT aligned with NETS standards 	8:00-12:30 Day 1 November
21CL Skills	► Expose participants to 21CL concepts and skills, and provide opportunity for modeling, practice and application: <ul style="list-style-type: none"> • Critical thinking & reasoning: problem-solving, analysis, logic, cause/effect • Information literacy: knowledge acquisition, source discernment, systems management • Collaboration & community: synergy, team resourcing, social skills, leadership • Self-direction: adaptability, initiative, self-direction, work ethic, self-advocacy • Invention: creativity, innovation, integration ► Demonstrate role of informative and alternative assessment of 21CL skills ► Demonstrate problem-based learning (PBL)	<ul style="list-style-type: none"> • Identify 21CL key concepts • Identify strategies to integrate 21CL into instruction • Practice integration of 21CL concepts into instruction through case studies and peer modeling • Produce ≥ 1 innovative and relevant classroom application for 21CL using PBL NETS alignment • Produce or modify assessment appropriate for 21CL 	1:00-5:00 Day 1, 8:00-12:30 Day 2
Integration of IT & 21CL	► Demonstrate integration of IT & 21CL skills for curricular development using PBL & use 21CL as framework for participants/ learners: <ul style="list-style-type: none"> • Collaboration & community • Authentic & relevant learning • Real-world tools & methods • Continuum of teaching & learning strategies • Rich content with 21CL context • Links to outside world ► Provide opportunities for curricular development & practice ► Identify methods for ECOTT to integrate continuous learning during school year	<ul style="list-style-type: none"> • Identify methods to integrate IT /21CL across content • Practice integration of IT & 21CL skills into PBL • Produce ≥ 1 innovative and relevant classroom application for integrating IT & 21CL using PBL & NETS • Produce or modify assessment appropriate for integration of IT & 21CL • Create process for continued learning in ECOTT 	1:00-5:00 Day 2, 8:00-5:00 Day 3
Imbedded Cluster-Based PD: Nov 2009-May 2010			
Integration of ET-IL & 21CL into Instruction	Provide innovative PBL modules to clusters to aid integration ET-IL & 21CL into curriculum and according to NETS	<ul style="list-style-type: none"> • Identify appropriate classroom strategies • Integrate new strategies into instructional methods 	Nov 2009-May 2010
Alternative PD Delivery: April 2009-June 2010			
In-depth review and integration of IT or 21CL skills	Provide additional PD through alternative methods to enhance ECOTT activities, via: <ul style="list-style-type: none"> • WebEx technologies, podcasts, blogs, wikis • Archived modules on-demand • Online courseware 	<ul style="list-style-type: none"> • Identify sources of additional training for ET-IL 21CL skills • Access training on-demand to gain new skills 	April 2010-June 2010

ECOTT District-wide Community Building Strategies: Jan 2010-June 2010			
Provide District-wide ECOTT community building	Create technology-based strategies to promote ECOTT between-cluster & -school collaborative and relevant learning, via: <ul style="list-style-type: none"> Wikis Blog Developing ECOTT website Online courseware Quarterly meetings outside of classroom time (teachers paid stipends) 	<ul style="list-style-type: none"> Identify “like” learners to intensify collaborative learning opportunities Create collaborative resources between schools Post innovative strategies to share online Post classroom successes in blogs or wiki format Create online reflection of ECOTT practices 	Jan 2010-June 2010
Repeat Process of ECOTT selection & PD delivery among Middle School teachers: July 2010-June 2011			
Select MS ECOTT & provide PD	<ul style="list-style-type: none"> Repeat all steps above for MS Continue to provide additional PD support to HS ECOTT teachers/ projects through imbedded & alternative resources 	<ul style="list-style-type: none"> Same staff outcomes 	July 2010-June 2011
Resources Resulting from Practice-Based IT & 21CL ECOTTs: Jan 2010-Aug 2010			
Compile ECOTT resources & strategies	<ul style="list-style-type: none"> Identify and compile all successful ECOTT-developed resources and strategies Create web-based “toolbox” compendium on ECOTT website accessible to all ECS teachers 	<ul style="list-style-type: none"> Access effective classroom IT-21CL strategies Develop & refine IT-21CL curriculum integration 	January 2010-June 2011
Products Resulting from ECS Creating 21st Century Learning Communities: April 2010-June 2011			
Compile all grant resources & strategies	Produce deliverables for CDE distribution: <ul style="list-style-type: none"> Training materials & TOT model ECOTT-derived resources Community-building materials & resources PD plan & Instructional Coach guides/materials At least 3 promising practices Presentation for TIE conference 	NA	April 2010-June 2011

See Appendix H for description of Key Personnel/ roles in this initiative. Below, you will see how ECS’ strategies align with ISTE NETS standards.

ECS’ Creating a 21st Century Learning Community Strategies Related to ISTE NETS

NETS TEACHER STANDARD	INITIATIVE STRATEGIES	NETS STUDENT STANDARD
Facilitate and inspire student learning and creativity	<ul style="list-style-type: none"> PD for ET-IL & 21CL integration Peer collaboration and modeling of best practices in ECOTT 	<ul style="list-style-type: none"> Use innovative thinking strategies Explore real-world issues Reflect on and analyze new knowledge Collaborate to produce new knowledge
Design and develop digital-age learning experiences and assessments	<ul style="list-style-type: none"> PD for ET-IL & 21CL integration Peer collaboration and modeling of best practices in ECOTT ECOTT member use of alternative PD models and community-building strategies 	<ul style="list-style-type: none"> Use digital tools to explore relevant learning Pursue individual & relevant topics through technology Identify personal learning strategies using “just-in-time” technologies Use formative assessment to inform learning progress
Model digital-age work and learning	<ul style="list-style-type: none"> PD for ET-IL & 21CL integration Peer collaboration and modeling of best practices in ECOTT ECOTT members use alternative 	<ul style="list-style-type: none"> Collaborate with others using digital tools to acquire new learning Communicate new learning via digital tools

	PD models and community-building ► Best practices from classrooms	<ul style="list-style-type: none"> • Locate and analyze new information sources
Promote and model digital citizenship and responsibility	<ul style="list-style-type: none"> ► Peer collaboration and modeling of best practices in ECOTT ► ECOTT member use of alternative PD models and community-building strategies ► Best practices from classrooms 	<ul style="list-style-type: none"> • Identify and conform to appropriate uses of digital tools • Use appropriate strategies to meet self-directed needs of learner • Interact responsibly using digital tools • Engage appropriately with others in quest for new knowledge
Engage in professional growth and leadership	<ul style="list-style-type: none"> ► PD for ET-IL & 21CL integration ► Peer collaboration and modeling of best practices in ECOTT ► ECOTT members use alternative PD models and community-building ► Best practices from classrooms ► Create new resources to share 	<ul style="list-style-type: none"> • Engage in collaborative learning opportunities • Participate in decision-making re: learning opportunities • Gain new skills from emerging digital tools

This ECS proposal will provide an opportunity for ECS, defined by CDE as a high-need District, to benefit from comprehensive PD strategies to enhance teachers' proficiencies in ET-IL and 21CL target areas. ECS has received and accepted a Title II-D allocation, includes schools with poverty levels of up to 55% (see Appendix I for student population characteristics), includes two schools with a "Low" designation on the 2007-8 SAR, and has substantial need for assistance in using technology, as indicated in the previously-discussed needs assessment data.

IV. Assessment Plan

SMART Goals:

ECS' PD delivery model (Instructional Coach-delivered PD to secondary schools via ECOTT and imbedded (cluster) and alternative (technology-based) resources) will:

- Increase by 20% for each year of the initiative the ET-IL and 21CL skills and competencies among ECOTT participants, measured by pre-post teacher surveys;
- Increase by 20% for each year of the initiative the integration of ET-IL and 21CL skills and competencies into classroom strategies and curriculum among ECOTT participants, measured by classroom observation and portfolio review;
- Increase by 10% for each year of the initiative the student gain of ET-IL and 21CL skills among students in classrooms of ECOTT-participating teachers as measured by pre-post test surveys;
- Increase by 10% for each year of the initiative the integration of ET-IL and 21CL proficiencies among students in classrooms of ECOTT-participating teachers, as measured by portfolio review;
- Increase by 5% for each year of the initiative the percent of students making at least one-third *more* than a year's growth (e.g., PP-High moves to Pro-Low) in reading and math for students in classrooms of ECOTT-participating teachers.
- Decrease by 3% for each year of the initiative the percent of students that fall into the "Low" growth category on CSAP reading and math for students in classrooms of ECOTT-participating teachers

Table 2 depicts how ECS will utilize various evaluation approaches to assess the implementation and effectiveness of this initiative. See Appendix H for Key Personnel.

Table 2: Evaluation Approach for each ECS Initiative Strategy

ECS STRATEGY	DATA COLLECTION	EVALUATION METHOD
--------------	-----------------	-------------------

Provide 3-day PD workshop to expose participants to: IT, 21CL, NETS standards	<ul style="list-style-type: none"> • Pre-PD ET-IL competency • Delivery of PD • Level of participation in workshop • Level of participant satisfaction and learner outcomes attained 	<ul style="list-style-type: none"> • Pre-test survey among participants • Implementation fidelity & effectiveness via ETO® and Alchemy® software • Participant surveys
Provide imbedded ECOTT-based PD	<ul style="list-style-type: none"> • Delivery of PD • Level of participation in ECOTT • Level of participant satisfaction and learner outcomes attained • Curriculum integration of IT-21CL 	<ul style="list-style-type: none"> • ETO® and Alchemy ®software • Participant surveys • Instructor Portfolio review • Student portfolio review
Provide alternative methods of PD delivery	<ul style="list-style-type: none"> • Delivery of PD via alternative (technology-based) methods • Level of usage by ECOTT members • Level of participant satisfaction and learner outcomes attained • Student performance & achievement outcomes 	<ul style="list-style-type: none"> • ETO® and Alchemy ®software • Participant surveys • Instructor Portfolio review • Student portfolio review • Student survey • ECOTT Postings to web, blog or wiki • Student achievement data
Create Learning Community through district-wide interfaces	<ul style="list-style-type: none"> • Delivery of community-bldg tactics • Level of participation by ECOTTs • Level of participant satisfaction and learner outcomes attained 	<ul style="list-style-type: none"> • ETO® and Alchemy ®software • Participant surveys • Postings by ECOTT members to web, blog or wiki
Compile/ disseminate ECOTT resources	Quantity/ quality of resources developed and submitted by ECOTTs	<ul style="list-style-type: none"> • ECOTT portfolio review

The ETO Software® (Efforts to Outcomes) designed by Social Solutions (www.socialsolutions.com) will give ECS a clear picture of which components of the ECOTT model are having the greatest impact on teacher acquisition and use of ET-IL/ 21CL competencies in order to adjust PD delivery and report successes. The Alchemy PDMS will also record participation of teachers in all PD activities, including imbedded (cluster) and online PD. The LoTi Digital-Age Survey (LoTi, Inc.) will be used to measure changes in teacher performance of ET-IL/ 21CL skills. The 21st Century Skills Assessment (learning.com) will be used to assess individual student changes in digital-age and 21CL skills among students in classrooms of ECOTT-participating teachers, based on ISTE NETS-S.

V. Budget Narrative

Instructional Coach: 1.0 FTE will provide direct training, coaching and resource development to teachers involved in ECOTT teams (high school, middle school project-based teams), and assist in data collection. Qualified applicant would have substantive experience in integration of digital-age technologies within classrooms for student learning. Yearly salary \$55,000 at 0.85FTE based on Master teacher's schedule=\$46,750, + benefits @ 1.26%= \$12,155; total \$58,905.

Teacher “High Need” Bonuses: ECOTT teacher participants ~ 17 teachers/year x \$2,000 bonuses= \$34,000 (funded by ECS).

Substitute Teachers:Substitutes for 17 teachers x 3 days (3-day workshop) x \$150/day= \$7,650.

Evaluation: \$8,600 is requested for evaluation. This will include purchase of license to use student and teacher surveys, purchase of the local license to use ETO software (\$845 total), 2.5% of Director of Research & Evaluation salary (\$4,000) and 8% of Data Manager salary (\$3,600) to collect, compile and analyze data.

Total budget requested Year 1: \$75,000 Same budget is requested for Yr 2. Total request is \$150,000.

Appendix A

References

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Attachment B
8th Grade TechLiteracy Assessment
DISTRICT REPORT - EAGLE COUNTY



District: Eagle County

Assessment: Middle School Pretest 08-09

Report Date: 11/07/2008

Reporting Group: TechLiteracy Assessment 08-09

PRELIMINARY REPORT: This report was generated before the end of the overall assessment window. Assessment-wide aggregate data represents scores for all students who have been scored up to the time of generation but not for all students for this assessment.

DISTRICT SUMMARY STATISTICS

Testing Period: 9/29/2008 - 5/15/2009

Scale Score Range: 105 - 288

Schools Tested: 5 **Classes Tested:**
12

Scale Score Standard Error: ±14

Average Scale Score: 214

Standard Deviation Scale
Score: 42

Student Completions: 322

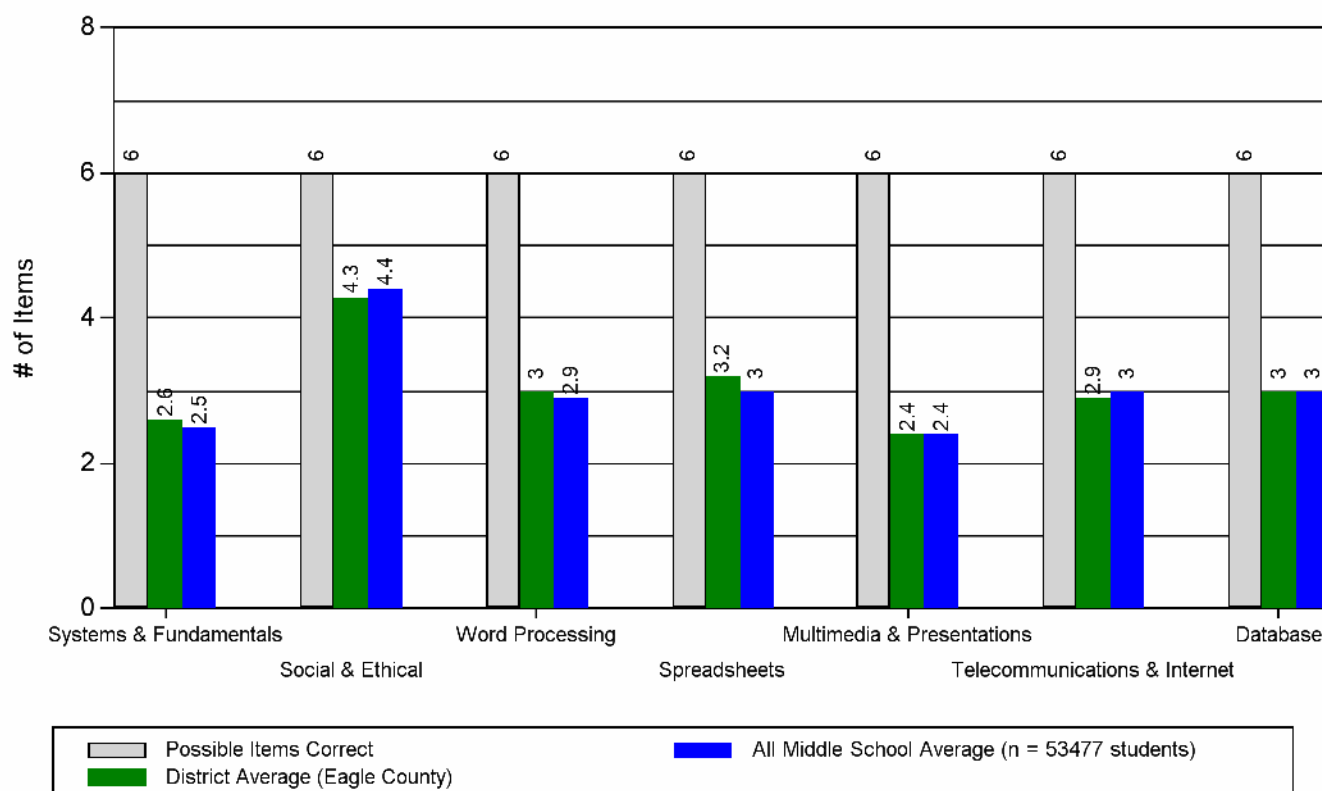
Students Scored: 322

% Students Met Proficiency
Standard: 54% (174 / 322)

Students with
Considerations: 0

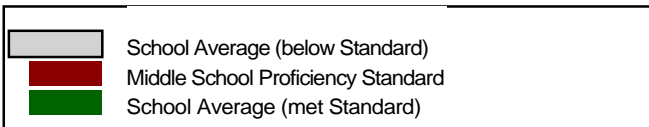
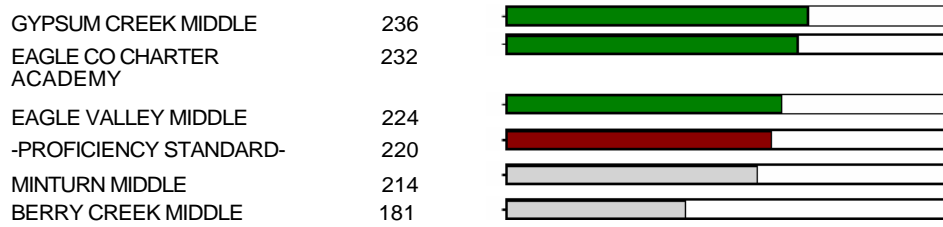
% Students Below
Proficiency Standard: 46% (148 / 322)

SKILL MODULE RESULTS



SCHOOL RESULTS

174 out of 322 (54%) students met the Middle School Proficiency Standard.



DISTRICT REPORT - EAGLE COUNTY



District: Eagle County

Assessment: Middle School Posttest
08-09

Report Date: 6/04/2009

Reporting Group: TechLiteracy Assessment
08-09

PRELIMINARY REPORT: This report was generated before the end of the overall assessment window. Assessment-wide aggregate data represents scores for all students who have been scored up to the time of generation but not for all students for this assessment.

DISTRICT SUMMARY STATISTICS

Testing Period: 5/04/2009 - 7/10/2009

Scale Score Range: 112 - 289

Schools Tested: 5 Classes Tested:

13

Scale Score Standard Error: ± 14

Average Scale Score: 224

Standard Deviation Scale
Score: 39

Student Completions: 347

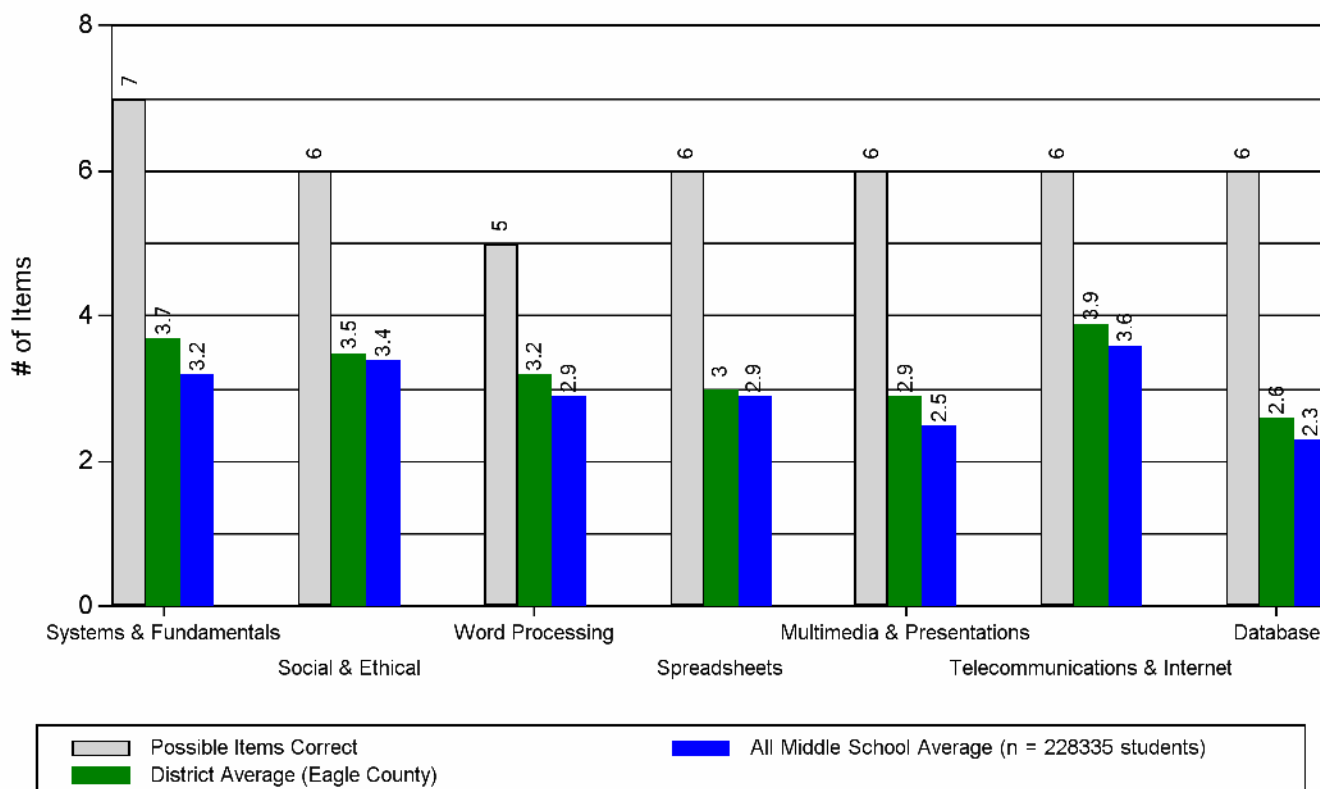
Students Scored: 347

Students with
Considerations: 0

% Students Met Proficiency

Standard: 70% (242 / 347)

% Students Below
Proficiency Standard: 30% (105 / 347)



SKILL MODULE RESULTS

SCHOOL RESULTS

242 out of 347 (70%) students met the Middle School Proficiency Standard.



School Name	Scaled Score	
EAGLE CO CHARTER ACADEMY	249	
EAGLE VALLEY MIDDLE	236	<div><div></div></div>
GYPSUM CREEK MIDDLE	227	<div><div></div></div>
MINTURN MIDDLE	221	<div><div></div></div>
-PROFICIENCY STANDARD-	220	<div><div></div></div>
BERRY CREEK MIDDLE	206	<div><div></div></div>

School Average (below Standard)	Middle School Proficiency Standard	School Average (met Standard)
---------------------------------	------------------------------------	-------------------------------

Appendix C SEDTA Survey Data

Data from the SEDTA Survey Conducted among Secondary School Principals, N=7, 2009

B22					
How often do students in your school use technology to:	Daily %	Weekly %	Monthly %	Quarterly %	Rarely or Never %
a. Communicate (e.g., over email or through discussion boards) with experts, peers, and others	43	14			43
b. Solve real-world problems (i.e. those involving situations, issues, and tasks that people actually tackle in the outside world)		43		43	14
c. Produce print products		86	14		
d. Produce media, Web, or presentation products	14	14	43	29	
e. Conduct online research	14	86			
f. Use drill and practice or tutorial software		42	29		29
g. Use the Internet to collaborate with students in or beyond your school			14	14	71
h. Visually represent or investigate concepts (e.g., through concept mapping, graphing, reading charts)		42	29	29	
i. Use digital tools and peripheral devices (e.g., digital cameras, probes, scanners) to enhance their learning or their school work	29		29	42	

B23					
For each subject area below, what proportion of teachers use technology to deliver instruction (e.g., for presentations, to post class materials/quizzes online, to demonstrate a procedure or idea)? Base each response only on the teachers who teach that subject.	0 – 20% %	21 – 40% %	41 – 60% %	61 – 80% %	81 – 100% %
a. Writing	17			33	50
b. Mathematics	17		17	50	17
c. Science			33	50	17
d. Elective areas (e.g., arts, foreign languages), where appropriate		29	43	14	14

B64				
In my school:	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
a. Innovative, technology-supported teaching practices are rewarded (e.g., through public recognition, software or equipment for professional use, stipends for professional development).	14	43	43	
b. Research and best-practice are viewed by teachers and administrators as valuable and necessary for making decisions about technology use.	29	71		
c. Teachers are excited about learning new ways of improving student learning in their content areas or grade levels.	57	29	14	
d. Teachers are not afraid to learn about new technologies and use them with their class(es) .	29	57	14	
e. School leadership is willing to support – through funding or manpower – teachers' efforts at innovation and technology integration.	43	57		

Appendix D
Eagle County Schools ICT Plan 2010-2013



Eagle County Schools
ICT Plan for 2010 - 2013

Eagle County School District Information Communication Technology Plan for 2010 – 2013

Board of Education

Scott Green, President, District E
Connie Kincaid-Strahan, Vice-President, District A
Brian Nolan, Secretary/Treasurer, District F
Jeanne McQueeney, District D
Andy Arnold, District B
Carrie Benway, District C
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Heather Eberts, Elementary
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Chief Information Officer

John Kuglin

Eagle County School District RE50J

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About Eagle County

The Eagle County Schools Technology Plan should not be considered a static document. Changes in Technology, Curriculum, Assessment, and State or Federal regulations will result in continual modifications of this document. The plan will be reviewed annually by Eagle County Schools (ECS) to meet the changes needed.

Who We Are

The Eagle County Schools educates over 6,006 students in preschool through 12th grade. Student enrollment has increased an average of 7 % each year since 2006. The District's student population reflects the diversity of Eagle County's geography as well as its ethnicity, languages, cultures, and economics.

Geographic Diversity

Eagle County is well known because of its breathtaking scenery and world class skiing at Vail and Beaver Creek resorts. However, much of the county is rural and was founded through ranching, mining, and railroad ventures. The School District encompasses approximately 1,700 square miles and includes at least ten diverse communities. There are nine elementary schools, four middle schools, two high schools, an alternative high school, a Charter high school and a grade K-8 Charter School.

Ethnic Diversity

According to the 2008 student count, 51.6% of the student population is Hispanic while the Colorado average percent Hispanic enrollment is 28.4%. Of the Hispanic students at Eagle County School District, 10% are classified as immigrants (Not born in the US and have attended school in the US for less than 3 years.) and 80% are English Language Learners.

Socioeconomic Diversity

Because of the seasonal, resort industry related employment, there is considerable student mobility throughout the District. Also, because of the seasonal nature of employment, many families are temporarily unemployed for part of the year. The percentage of students district wide qualifying for free or reduced lunch was 37.21% with the highest qualifying school being 71% at Avon Elementary. As a result, eight of the nine elementary schools qualify for Title I service. The District's PPOR for the General Fund for 2008-09 is \$6941.00. The assessed value of the District is \$2,911,399,140. Because of the School Finance Act, we are limited in regard to the amount we can collect through property taxes.

District Employees

The District employs 514 licensed teachers, 335 classified staff, and 40 school administrators who work in the 17 school buildings and two District Offices. About 50% of the staff has been with the District 3 years or less (on the probationary salary schedule). The turnover rate for Eagle County School district is about 16%. The average teacher salary is \$45,637, compared to the state average salary of \$45,831.

A. Needs Assessment

This section describes the progress made on the previous ETIL plan, the needs assessment methodology for the current plan, the current infrastructure, and key findings from the needs assessment results.

Update on Prior Plan

Since the 2006 - 2009 Educational Technology and Information Literacy Plan was adopted, ECS has made considerable progress on the goals identified in that document. The following list briefly describes the progress made.

- Collaboration tools: email system; wiki creation is enabled throughout district; instituted teacher website development capability;
- Technology is used for data and assessment support;
- Developed an integrated a conference system through email that creates an environment for improved access for teachers and students;
- Introduced the concept of 21st century learning, and supported the development of district plans to implement 21st century learning approaches;
- Created a new video on demand system to enhance student learning experiences;
- Developed district-wide video conferencing capabilities;
- Upgraded district LAN and WAN systems;
- Established a new data system for aggregation and analysis of student assessments;
- Created a parent portal on the district website;
- Created an online teacher evaluation mechanism;
- Developed a robust and up-to-date telecommunications infrastructure.

The district technology system is current, distributed throughout the district with strong tech support, and positioned to move forward to support 21st century learning.

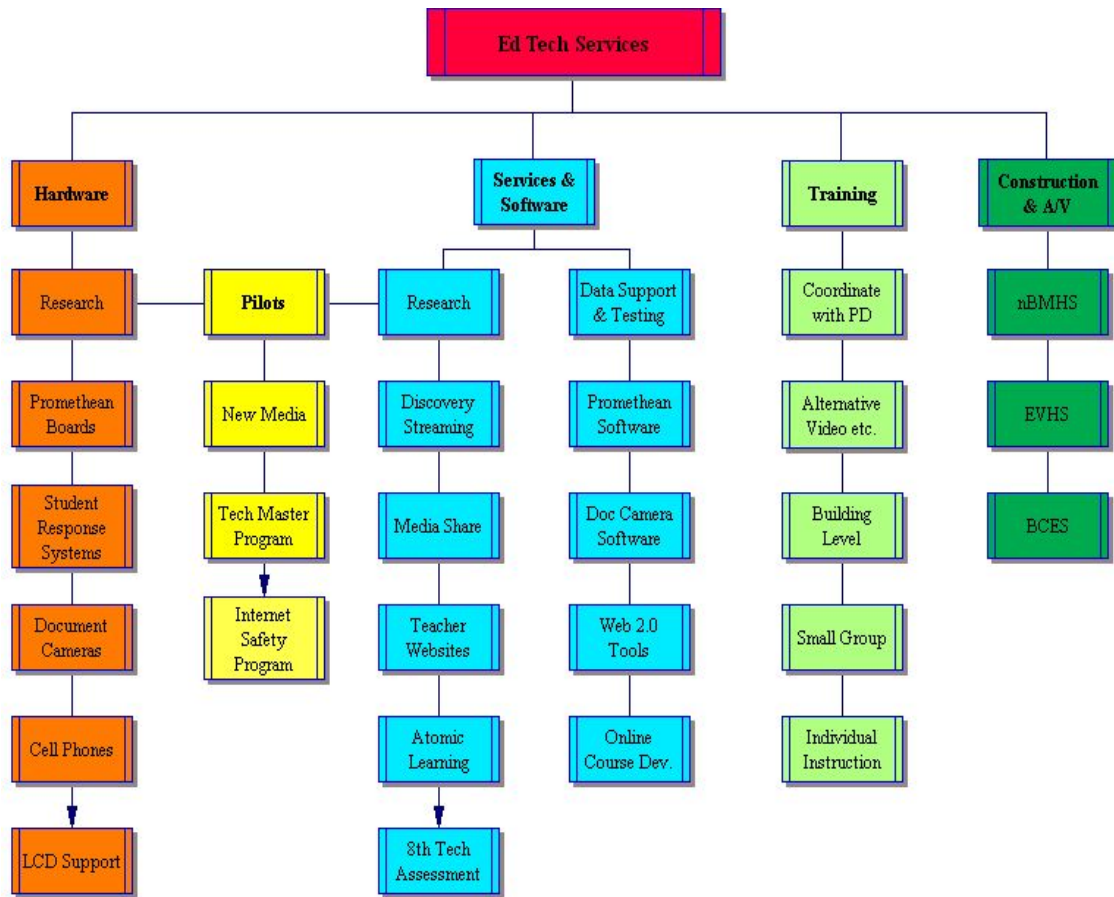
Needs Assessment Methodology

To gauge the current and anticipated ICT needs in the district, ECS conducted building-level surveys, conducted site visits and classroom observations, and gathered data from existing documents and resources, including a Comprehensive Appraisal for District Improvement (May 2008) conducted by CDE in connection with the Closing the Achievement Gap effort. The needs assessment addressed the federal requirements specified in E-Rate and NCLB guidelines. The assessment tools used include information about acquisition of technology skills, information literacy skills, and other skills associated with 21st century learning. The site visits and classroom observations were conducted by representatives of the Council on 21st Century Learning, an affiliate of the Partnership for 21st Century Skills, using protocols developed by the State Education Directors of Technology Association. (See Appendix A for the ICT Audit Report.)

Current Infrastructure

The Technology Department, with a staff of 16, ensures that systems are in place to support administrative and educational activities at every level. Figure 1, below, shows the range of hardware, software, services and training the department supports.

Figure 1: Educational Technology Services Overview



In addition, the technology department is responsible for developing and maintaining information systems. These systems support achievement data use and reporting, teacher evaluation and pay-for-performance information. Figure 2, next page, provides an overview of the systems in place that support the internal and external flow of information. Figure 3 shows the Wide Area Network layout and bandwidth for Internet connectivity throughout the district.

At the building level, up-to-date technology tools are evident in each school. Site visitors found LCDs in every classroom, state-of-the art computer equipment throughout the schools, and laptops for every teacher. A Promethean digital white board and student response (“clicker” or “voter”) system are available in each school, with more than one in June Creek ES and Eagle Valley HS.

While site visitors more frequently observed teachers using technology than students, in many classrooms, there are four or more computers available for student use. At the elementary and high school levels, the ratio of students per computer averages 4:1; the middle school ratio is 2.5: 1. Online tools provided by the district for school use — including library reference material, email, eBoards and wikis — are ubiquitous.

Figure 2: Information Systems - Services Overview

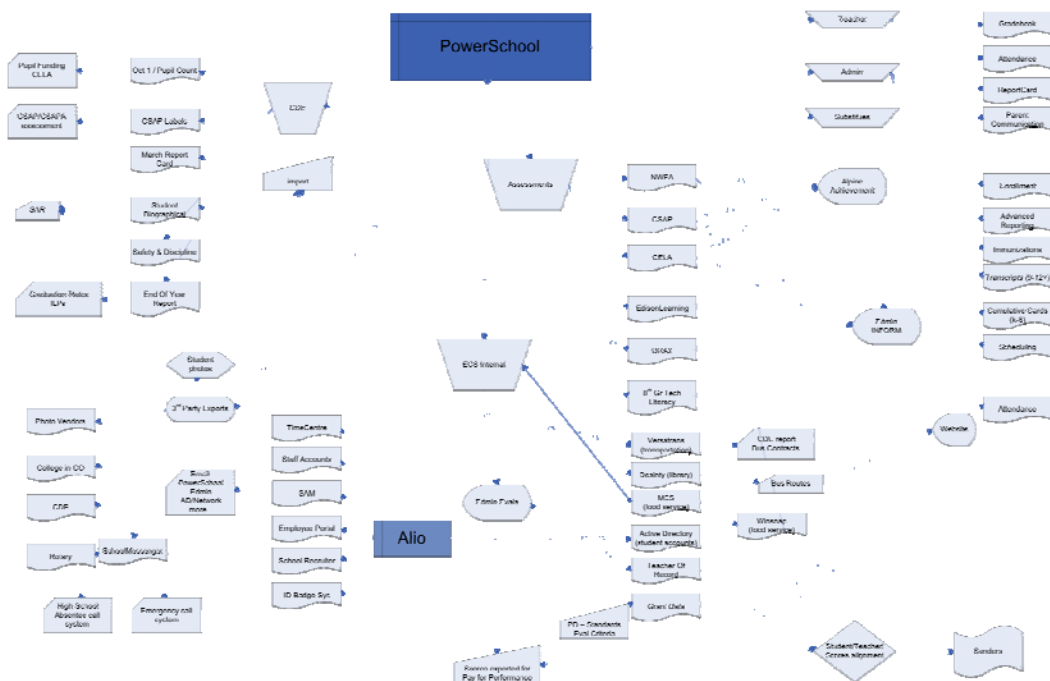
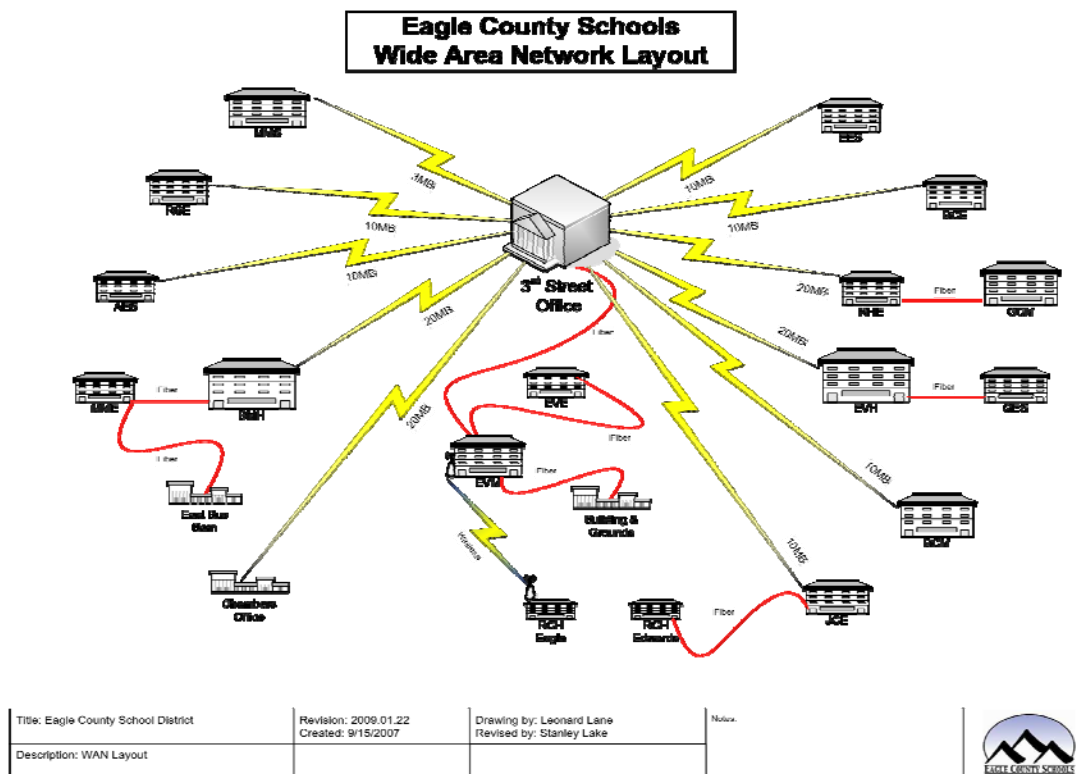


Figure 3: ECS WAN Layout



Key Needs Assessment Findings

Eagle County Schools has invested significantly in its technology infrastructure since the passage of a bond in 2006, which included \$4 million for technology enhancements. Hardware, software, data systems and support are current, with up-to-date technology tools in every classroom throughout the district. The following table summarizes the findings of the ICT Audit conducted in March 2009. The complete report is presented in Appendix A.

Figure 4: Findings from ICT Audit

Technology Infrastructure and Tools
<ul style="list-style-type: none">• The district enjoys a robust telecommunications infrastructure, with up-to-date hardware and software, and information systems that support core enterprises.
Types of Technology Being Used
<ul style="list-style-type: none">• Every classroom in the district has an LCD panel, and each teacher has a laptop. Each school has a Promethean board and student response system, as well as document cameras.
Effective Practice
<ul style="list-style-type: none">• Teachers use technology primarily to automate traditional instructional methods.• Several barriers inhibit effective practice in using technology to improve student learning: time constraints, conflicting district priorities, disconnected professional development and a focus on tools for teachers over tools for students.
Educator Proficiency
<ul style="list-style-type: none">• Most teachers and principals lack proficiency in IT skills.• Teachers are not getting differentiated, contextualized technology professional development.
Access and Equity
<ul style="list-style-type: none">• High-quality, high-speed Internet access is available in every school.• Tech tools are distributed fairly evenly throughout the district, but home access varies considerably.
Vision, Systems, Leadership
<ul style="list-style-type: none">• District leaders embrace 21st century learning concepts and model uses of advanced technologies.• Building leaders encourage ICT innovation to varying degrees.• Information systems support all aspects of district functions.
21st Century Teaching and Learning
<ul style="list-style-type: none">• Schools have not adopted a vision for integrating IT or 21st century skills into teaching and learning.• Most teachers and principals lack motivation and skills for implementing 21st century teaching and learning.• Students are not consistently exposed to IT methodologies nor are 21st century learning design principles imbedded in curriculum.

B. Goals and Objectives

The district has four overarching goals:

1. Improve CSAP scores
2. Close the CSAP achievement gap
3. Prepare students for the 21st century
4. Provide a safe, healthy and productive learning environment

The ICT plan serves to further those goals, by providing the resources, tools and support necessary to implement the strategies and activities outlined for each goal. In addition, the plan includes goals and objectives specific to strengthening the ICT supports and services designed to enhance student achievement and readiness for post-secondary pursuits. Figure 5 (pp. 10-11) shows the district goals, findings from the needs assessment, and objectives, along with proposed strategies and activities for reaching those goals.

Figure 5: ICT Plan for Supporting District Goals

Vision – Goal	Needs Assessment	Objectives	Strategies	ICT Activities
1. Improve CSAP scores	CADI report found ECS needs: <ul style="list-style-type: none"> • Consistency in curriculum content with vertical articulation • Assessments that measure student progress on curricula 	Develop a clearly defined, K-12 curriculum supported by assessments and assessment data	Staff development that deepens understanding of assessments and data Generate data that support a standards-based report card	Support assessment data collection and reporting for multiple audiences Support communication tools between district, parents and community Implement benchmark online assessment system keyed to CSAP 2x/month Develop online data aggregation and assessment system
2. Close the CSAP achievement gap	Significant achievement gap exists with in district	Close achievement gap by 10% by 2011 Align and measure teacher effect on student achievement Report district's data using state's student growth model by May 2010	Use RtI for core content; Identify and respond to CSAP-measured gaps Establish pay for performance system Support pay-for-performance data system	Provide capacity to share innovative teaching strategies district-wide Automate teacher evaluation system linked to student achievement Establish parent portal for individual student achievement monitoring by Sept 2009
3. Prepare students for the 21st century with curriculum that challenges them to: <ul style="list-style-type: none"> • Inquire • Create knowledge • Participate • Grow 	Schools lack vision for 21 st century skills and learning Educators lack motivation and skills for 21 st century learning Students are not consistently exposed to IT methods or 21 st century learning principles	Challenge- or inquiry-based learning and problem solving is observable & assessed in 25% of classrooms by June 2011; in 40% of classrooms by June 2012 All students participate in creating their own ILP by March 2012	Use AASL standards / bench- marks as guidelines; Establish challenge- or inquiry-based learning framework Develop and implement a problem-solving curriculum Students participate in creating ILP	Benchmark proficiencies and develop assessments for 21st century skills Provide staff development on challenge / inquiry based learning and problem solving Develop process and systems to support ILPs for all students

Figure 5: ICT Plan for Supporting District Goals (continued)

4. Provide a safe, healthy and productive learning environment	<p>Predators and inappropriate content are on the Internet</p> <p>Tech access is distributed equitably across district; home access varies considerably</p>	<p>Ensure that 100% of all 6th-grade students receive Internet safety instruction by 2010.</p> <p>Establish community partnerships to provide equitable tech access beyond school</p>	<p>Protect against cyber bullying</p> <p>Extend school library hours and/or establish community tech centers to provide access</p>	<p>Filter content</p> <p>Deliver Internet safety curriculum</p> <p>Identify community resources for family access to technology & instruction</p>
ICT Plan Flowing from District Learning Goals				
Vision – Goal	Needs Assessment	Objectives	Strategies	Activities
Develop an infrastructure that supports 21 st century teaching and learning (databases, video distribution and displays, online subscription services, high-speed Internet access)	<p>Student Response Systems, document cameras, and LCD panels installed in all schools, available to classrooms</p> <p>High-speed Internet (DS3, with 10-20 MB dedicated lines) access ubiquitous throughout district</p> <p>Robust telecommunications structure is in place, with current hardware, software and information systems</p> <p>Most teachers and principals lack IT skill proficiency; underuse technology tools</p> <p>Learning.com curriculum is provided but student tech literacy is not consistently supported or assessed</p>	<p>Maintain infrastructure at current levels of service</p> <ul style="list-style-type: none"> Establish 3:1 student/computer ratio in HS, 3.5:1 in MS, 4:1 in ES (ongoing). Ensure that all instructional spaces have a working projection device (ongoing) <p>Increase bandwidth per SETDA recommendations to 100 MB per 1,000 students by 2016)</p> <p>Support 21st century teaching and learning (per item 3, previous page)</p> <p>Increase percent of tech literate students from current 75% to 85% by 2011</p>	<p>Build community support for ICT use and funding; maintain consistent funding levels</p> <p>Maintain appropriate human resources</p> <p>Maintain core infrastructure services (technology systems that support placements and uses of hardware, network, and software)</p> <p>Work with other departments to provide staff development services; teach and assess tech literacy</p>	<p>Install equipment</p> <p>Purchase and load software</p> <p>Subscribe to services</p> <p>Identify and implement tech literacy staff development, curriculum and assessments</p>

C. Collaboration and Integration

ICT integration is advanced through collaboration across departments, identification of shared program and curricular goals, and common strategies for achieving desired results. Collaboration occurs in an environment where the administration, library, and technical professionals support and encourage cross program activities that involve:

- improvement of education services;
- effective use of technology;
- acquisition of information literacy skills;
- application of all to meet student achievement standards.

As shown in the ICT Plan for Supporting District Goals (Figure 5), success depends on all departments working together to achieve common goals and objectives.

Title Program Coordination

ICT planners coordinate with district personnel responsible for Title programs and the Consolidated Grants Application, as Title II-D funds are routinely used in support of other Title efforts (i.e., district purchases reading software with Title II-D funds to support Title I activities). The ICT planning process includes collaboration with Title programs to be approved. Fifty percent of Title II-D funds are spent on professional development. As a small district, ECS continually seeks to leverage multiple funding sources for a common achievement goal. As the Consolidated Grant is being developed, the long-range plans of the District, including the ICT plan, are considered.

Collaboration and Support Mechanisms

The following mechanisms are in place for collaboration.

- The Teacher Advancement Program (TAP) uses a model that includes teacher collaboration activities called clusters. During clusters, teachers view demonstrations of lessons. Clusters in ECS are the foundation for fostering collaboration.
- The District's Administration Team, including Principals and District Office Administrators, collaborate at bi-monthly meetings and at west end and east end meetings.
- In each school the Instructional Leadership teams (ILT) collaborate on a regular basis.
- The District's email conferences, desktop video conferencing, and teacher/district website capabilities provide many collaborative opportunities.
- District and school administrators are involved in ICT planning and implementation via participation in: needs assessment, observation and discussion, the technology work order system, collaborative document review and revision, and presentations to schools.

ICT in Curricula

Accessibility to technology allows students the opportunity to seek more resources and to link with the world from a single access point. The District currently assesses 8th grade students' technology literacy utilizing Learning.com assessment tools. Most schools have highly qualified tech specialists who teach classes and support faculty in their use of technology and information

tools in the classroom. The district is piloting Learning.com for tech literacy curriculum at the elementary school level. In addition, effective use of technology is supported through professional development opportunities at each school, including 6 sessions at each school every year.

The District has a project team focused on developing an understanding of inquiry-based learning related to areas of professional development, classroom examples, and implementation strategies. Infrastructure to support curricula includes establishing appropriate student-to-computer ratios, providing projectors for all instructional spaces, and ensuring adequate bandwidth for accessing the Internet from all classrooms.

ICT Planning and Implementation

Administrators and school leaders participate to varying degrees in ICT planning and implementation via the needs assessment process, observation and discussion, the work order system, school presentations by the CIO, and by sharing drafts and revisions of documents.

The following staff members participate in technology planning:

1. ICT

Mike Gass - Director of Secondary Education
Heather Eberts - Director of Elementary Education
Barbara Romersheuser – Coordinator of Library Media Services
John Kuglin - Chief Information Officer
Sandra Smyser - Superintendent
Brook Skjonsby - Direct of Communications
Jason Glass - Director of Human Resources
Jason Butters - Manager of IS Services
Jason Douglas - Manager of Educational Technology Services
Stan Lake - Manager of IT Services

2. E-Rate

John Kuglin – Chief Information Officer
Phil Onofrio – Director of Finance
Emily Barela - Administrative Assistant to the CIO

3. Title II-D Consolidated Application

Mike Gass - Executive Director of Secondary Education
Heather Eberts -Executive Director of Elementary Education

4. Accreditation

Sandra Smyser – Superintendent
Mike Gass - Executive Director of Secondary Education
Heather Eberts -Executive Director of Elementary Education

5. Curriculum and Assessment

Mike Gass - Executive Director of Secondary Education
Heather Eberts -Executive Director of Elementary Education

6. Professional Development

Mike Gass - Executive Director of Secondary Education
Heather Eberts -Executive Director of Elementary Education
Traci Wodlinger - Director of Professional Development
Eric Olsen - Instructional Coach
Jacque Flyr - Instructional Coach
Liz Qualman - Instructional Coach
Dawn Pare - Instructional Coach
Jason Douglas - Manager of Ed Tech Services

7. Technical Professionals

John Kuglin - Chief Information Officer
Emily Barela - Administrative Assistant to the CIO
Stan Lake – Manager of IT Services
Jason Butters - Manager of IS Services
Jason Douglas - Manager of Ed Tech Services
Diana Valdez - System Engineer
Gary Fagan - System Engineer
Mike Lowe - System Engineer
Alan Crouch - System Engineer
Marta Ellsworth – Student Information System Administrator
Janet Hester – Student Information System Specialist
Cameron Meeks - PC / Mac Support Specialist
Nancy Wilmers - PC / Mac Support Specialist
John Hanan - PC / Mac Support Specialist
John Valdez - PC / Mac Support Specialist
Kevin Rowe - PC / Mac Support Specialist

The ICT plan fosters integration through all of the programs and departments listed above. The plan communicates common goals and objectives, thereby increasing efficiency through systematic organization and shared vision. All of these mechanisms have a unifying effect on all areas of curriculum.

The current ECS administration at the District and school level recognize the value of technology and the needs both teachers and students have for improving their skills. ECS's Professional Excellence, Accountability and Recognition program (see Appendix D) program addresses the key elements of: multiple career paths, applied professional growth, instructionally-focused accountability, and performance-based compensation related to advancing instructional strategy and student achievement, and provides a cluster group structure for professional development. A significant part of the District budget is allocated to the development and maintenance of the technology efforts.

D. Professional Development

ECS provides ongoing, sustained professional development to teachers through cluster groups and by leveraging the expertise of Master/Mentor Teachers. Fifty percent of Title II-D funding Eagle County Schools EETT Power Results Proposal :
Creating a 21st Century Learning Community

goes toward professional development. Clusters, which are held for 90-120 minutes a week, provide job-embedded staff development. Participants focus on a significant student achievement goal, set instructional strategies to achieve the goal, and evaluate the effect of the strategy and make adjustments. Support for integrating technology tools is imbedded into the cluster meetings cycle to facilitate planning and use of technology in the classroom.

Master and Mentor teachers are available to provide guidance and support in the building when and where needed. Master teachers also provide training to the Instructional Leadership Teams. They utilize clusters to identify specific student needs using NWEA and CSAP scores. The District's Administration Team also provided data management training at retreats, during Admin Team meetings and at other times.

The District measures instructional accountability via three methods: 1) Teacher Skills, Knowledge & Responsibilities, 2) School-wide Achievement, and 3) Individual Achievement. The district's online evaluation system supports the administration of this system. Several domains in the evaluation instrument specifically address Instruction - Learning Activities and Materials, including how teachers incorporate multimedia and technology into lessons. See the District's Professional Excellence, Accountability and Recognition program (Appendix D) for more information on this initiative.

Media specialists, the tech integration specialist, instructional coaches and others address the specific needs of staff members on an on-call basis. Expectations for teacher technology proficiencies are guided by the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers. ECS will refer to CDE and the state's Technology Literacy Assessment Project for future guidance on developing and assessing technology literacy of both staff and students.

The District's Technology Mentor program, scheduled to launch in Fall 2009, will provide one technology mentor teacher per building. Each Technology Mentor will receive additional training on the use of technology tools as well as the integration of technology in the classroom and curriculum. Successful completion of the training program will result in certification. The program is designed to provide teachers with consistent, ongoing, just-in-time instruction as a means to engage 21st century learners, thereby giving them the skills they need to be successful post-graduation and ultimately improve student achievement in the district.

A number of resources support teachers in technology integration. The District's library program, called Destiny, provides access to many technology resources. The District subscribes to Atomic Learning for software training using a unique, just-in-time approach. The service has a library of thousands of short tutorials on dozens of applications focused on answering the common questions that teachers, students and others may have when learning software. The tutorials and other educational resources are easy to access at any time.

The District provides every teacher with a laptop computer and requires the use of PowerSchool, PowerGrade and some curriculum software. Administrators and teachers have access to a variety of data management tools and are provided with resources to use those tools effectively. School

Recruiter forms are used for administrative uses as well Mentors and Masters, ILP/CLP, ESL, and others.

Several significant obstacles make it challenging to provide appropriate staff development activities. These include time, calendar restraints, participation, pay, incentives, and staffing for substitutes. Time constraints are difficult to overcome. The District is spread out over a distance of about 45 miles. Scheduling sessions and accommodating travel time limits participation. Trainers travel to locations across the District is done, but attendance is variable. The school calendar limits the number of training days available in the school year, and other needs compete for calendar times. Providing pay to encourage better participation is difficult due to budget constraints. Planning training during the day is difficult because of a variety of staffing issues and the difficulty of obtaining substitutes.

The District's technology staff has an email conference that is used to distribute needed information. The staff meets once a week in a department meeting. Following the main agenda, the District Technology Support Assistants meet to obtain specific training. The staff also participates in online courses and brings in tech support from a variety of sources.



E. Technology Infrastructure and Support

The physical technology infrastructure required by the District to deliver ICT services is very sophisticated. It includes elements of hardware, software, telecommunications services, and staffing necessary to support the technology infrastructure.

1. Telecommunications Capacity

The District connects to the Internet via a clear channel DS3 by Qwest Interact provisioned to the Core Datacenter at the Eagle Campus. All District owned buildings are connected to the Core using leased metropolitan ethernet (metro-e) point to point connections by CenturyTel in speeds ranging from 10-20 mbps, with the lone exception being Minturn Middle School which connects via two muxed point to point T1 lines.

The District has standardized on Cisco networking equipment. Internet firewall is provided by redundant Cisco ASA-5500's. Internet content filtering and capacity capping is done through a DeepNines SEP. The District is a fully switched 10/100 Ethernet network, with all site core networks comprised of 10/100/1000 switching gear. Network wiring is all Cat-5E cable. Wireless networking for all sites is provided by Cisco wireless access points, Wireless LAN controllers, and Wireless Control System. All District issued computers are configured to connect to a WPA encrypted wireless network, while non-District equipment is allowed to connect to a guest wireless network that is not encrypted but requires web authentication for access.

The Eagle Campus consists of Eagle Valley Middle School (EVMS), Eagle Valley Elementary School (EVES), Maintenance Department, and 3rd Street Office building. All sites are connected by a minimum of six (6) strands of 62.5/125 multi-mode fiber. Which is true in other "campus" setups in the District.

The District is a mix of Cisco switches running IOS to provide layer 3 switching from edge site to Core. Each site has a Main Distribution Frame (MDF) where all Wide Area Network (WAN) connections feed. The Local Area Network (LAN) at each site spokes out from the MDF. Each MDF is comprised of either a Cisco 3500 series, 4500 series, or 6500 series switches. All are 10/100/1000 switches that were chosen based on the number of network ports needed at each MDF. All servers, Intermediate Distribution Frames (IDF), computer labs, remote switches, printers, and any other device that may have high traffic are connected to the switch. All servers have a minimum 1 gpbs connection, with most utilizing NIC Teaming to provide 2 gpbs redundant connections.

The current computer room wiring configuration is to support up to twenty-five (25) computers, and additional network devices as appropriate (ie printers, VOIP phones). This in effect is a thirty (30) jack configuration on average. Depending on building layout our ideal is to have all network runs terminate to school MDF, with an IDF designated in new construction if cable distance recommendations are exceeded. If an existing structure with no renovation expected, we employ a wall mounted rack in which all room cat5e runs terminate, which is then fiber backboned to MDF with minimum of six (6) strands of 62.5/125 multi-mode fiber.

The District has moved to wholly switched networks. Wiring at each site is either Cat-5 for our older schools, with the 3rd Street, DO, GCMS, RHES, BCES, BCMS, and AES wired to the Cat-5E standard. Our four (4) campuses (3rd/EVMS/EVS, RHES/GCMS, GES/EVHS, and BMHS/MMES) all have at least six (6) strands of 62.5/125 multi-mode fiber wired between them. The District uses between two (2) and six (6) strands, depending on data volume for each connection. Rooms that do not have sufficient ports for all network devices use external, non-racked 6-8 port switches. The District attempts to separate collision zones as best as possible, and looks to reduce the instances of the inexpensive, unmanaged, and poor performing switches.

The District recognized the need to continue to increase bandwidth to the Internet. Each year more applications are added that use the Internet and Internet sites deliver more bandwidth intensive services.

2. Telecommunications Services

The District provides the following network access, network services, and other services:

Internet access – 45 mbps DS3 connection

Web services - Sites for each school and department

E-mail - Through FirstClass by OpenText

Scheduling - Through FirstClass by OpenText

Student system - PowerSchool

Financial system – Alio by Weidenhammer

File sharing - Minimum 2 GB for Staff and 1 GB for students. Backed up nightly to Avamar disk based backup solution

Network Printing - Color and Black and White

District wide phone system – Cisco CallManager and Unity

HVAC control - Johnson Control Systems

Food Service Point of Sale Systems - Winsnap

Transportation Maintenance – VersaTrans FleetVision

Transportation Bus routing and scheduling – VersaTrans RP

Transportation Trip scheduling – VersaTrans TripTracker

Substitute and Absent Management – Subfinder by CRS

Maintenance/Technology Work Order and Preventive Maintenance System - TMA

The District computer network uses Windows 2003 with Active Directory, configured in a multi-level domain hierarchy, for the network operating system. Client machines currently supported are mainly Dell and Apple computers, running WinXP Professional SP3 and OS X (10.3, 10.4, 10.5). The District data network is laid out in a hub and spoke configuration where the Eagle Core DataCenter(3rd Street Office) is the hub. The Eagle Core is the central location for all District information, both voice and data.

Currently there are 34 servers providing:

- Domain Name Server (DNS) Services
- Web Services
- E-mail services
- Voice mail
- Scheduling

- Conferencing
- Human Resource Data Warehousing
- Financial Reporting
- Student Information System - SIS
- File Sharing (DO)
- Domain Host Control Protocol (DHCP) Services (DO)
- Software Asset Management

3. Equipment Access for Instruction

The District utilizes Alpine Achievement Systems to provide District administrators, principals, and teachers with Internet-based tools that transform student assessment data into useful information to guide instructional decision making to improve student achievement. CSAP data, NWEA data, and other assessments are utilized by Alpine Achievement Systems. These contracts need to be continued. Internet access is required to use this service.

The Northwest Evaluation Association (NWEA) assessments are used by educators to ensure that every student is learning and growing. This assessment requires that each building have a server in place with the appropriate server software and configuration.

Other District assessments mentioned earlier also require specific computers, servers, and software. All these systems require ongoing maintenance agreements and all services require a sophisticated amount of ongoing District technical support to maintain and operate.

4. Equipment Access for Delivery of Library Information Services

The District uses Destiny for library information services. This system is District wide and provided from one District server. Media specialists must be properly trained to enter and maintain materials in the system.

Destiny requires ongoing maintenance agreements and a sophisticated amount of ongoing District technical support to maintain and operate.

Most school media centers have computers placed in clusters in them for Destiny access and general use. The high school media centers contain more computers generally. Most host stations use a laser scanner to check materials out with.

Software in place includes:

Microsoft Office, Destiny, Alliance Plus Online, AV-Access, Follett Support Services, Web Path Express, a wide variety of curriculum support software - accessible via Destiny, plus the following online subscription services:

World Book Online, Grolier Online, EBSCO, Britannica Online, INET Library, STAR assessment and AR quizzes. The Union Catalog is delivered via Destiny at all sites and continued efforts to make sure MARC records and quality control is made so that data base records conform to international cataloging standards. Ongoing efforts toward a Union catalog to make sure MARC records and quality control is accomplished so that data base records conform to international cataloging standards and supervised by highly qualified media specialists.

5. Network and Data Security

The District maintains firewalls and antivirus systems to protect data and operating systems. All services are password protected and have specific IP addresses that restrict access. These systems require ongoing maintenance agreements and a sophisticated amount of ongoing District technical support to maintain and operate.

The department of technology staff, outlined earlier, meets the needs for support.

The District's web services, library resources, PowerSchool can be accessed by the students, parents, and the community from anywhere in the world using Internet access. Email can be used by anyone to make contact with any District staff member.

6. Level of Technology Support and Maintenance

The District Department of Technology has 16 positions that provide a high level of technology support and maintenance. The positions and job descriptions are listed here.

Technology Management Team

Chief Information Officer

Manager of IT Services

Manager of IS Services

Manager of Ed Tech Services

Initiate, develop, implement, evaluate, and coordinate both instructional and administrative/management technologies and technology based programs throughout the District.

Network Systems Engineers

Develop, design, bid, project manage, install, implement, administrate, maintain, upgrade, monitor, and establish standards for the Eagle County School's LAN/WAN systems for voice, video, and data. Support the District's departments with network application support.

Student Information System Administrator

Direct all activities involved in the support, implementation configuration, and management of the District student information system and all modules related to that system. Provide all data and support necessary to complete and submit required state and federal reports.

Student Information System Data Specialist


Assist with all activities involved in the support, implementation, configuration, and maintenance of the District student information system data and all modules related to that system. Provide all support necessary to ensure complete and accurate data for the student information system.

PC/Mac Support Specialist

Provide technical support and repair for technology, including computers and computer peripherals, network equipment, network and telecommunication wiring, telecommunications equipment, television broadcasting equipment, audio-visual equipment, software, and all other school and office equipment.

Maintenance Agreements

The District retains and oversees all maintenance agreements for software, hardware, repairs, and support at the District level. This reduces overall costs because of discounts and the ability to keep all agreements current. This ensures that the support and maintenance can be delivered efficiently.



F. Policies and Procedures

District policies and procedures protect not only the user, but also the integrity of the network and data. While some policies remain static, others need to be revisited to determine their utility in the face of changing technologies and changing information literacy needs. The complete policies and procedures document is in Appendix E.

1. Increased Access for All Students, Teachers, and Guests

The District is continually providing additional access to District resources. Parents have access to their student's grades, homework assignments, and attendance as well as school bulletins. Students have access to their grades, homework assignments, and other information. Students and staff have access to all Internet resources. District resources can be accessed from inside the District and in some cases from outside the District. All critical data is password-protected and accessible only by those who have the need or rights to know. Two wireless networks that blanket the district, Eagle County School District Network and ECS Guestnet, plus computer labs, provide equitable access and multiple password-protected access points for students, staff, and guests.

The following systems are accessible by staff and/or students.

- PowerSchool – District student information system
- First Class - District email
- EagleSchools.net – District web services
- Destiny - District library system (includes numerous online data bases)
- HRForms - District Human Resources evaluation data base
- SchoolRecruiter– District application data base
- Alio – District financial and purchasing data base

2. Data and Network Security

A security audit of the district network has been performed by a company named ISC. Some areas were identified as possible security concerns and are being addressed.

A Security audit was conducted in conjunction with the WAN rebuild. The District utilizes appropriate firewalls, encryption technology, and intrusion devices.

3. Internet Safety Policy and Children's Internet Protection Act Compliance

CIPA requires a school to have an Internet Safety Policy that protects minors from pornography or activities that could harm them. The Children's Internet Protection Act (CIPA) was enacted as part of the Consolidated Appropriations Act of 2001. CIPA compliance is required for E-Rate and Title II Part D of No Child Left Behind programs and technology funding through Title III of the Elementary and Secondary Education Act. Under CIPA, the Internet Safety Policy must also contain a "technology protection measure" that prohibits access to graphic images considered pornography or harmful to minors.

The District has adopted policies to address this act and complies with all the requirements of CIPA.

The District enforces a policy of Internet safety for minors that includes monitoring the online activities of minors and the operation of a technology protection measure that protects against

access to visual depictions that are obscene, child pornography, or harmful to minors. The District also enforces a policy of Internet safety with respect to adults. Protection measures cannot be circumvented by individuals through the use of passwords. The District monitors and attempts to block all proxy portals and other online sites that circumvent the protection measures.

The District also monitors unauthorized online access by minors, including "hacking" and other unlawful activities. Information is provided to staff and students about the harm caused by disclosure, use and dissemination of personal information.

The District provided public notice and held a public hearing regarding the Internet Safety Plan and Acceptable Use document. In addition, numerous community safety presentations on cyberbullying and online predators have been conducted throughout the district in collaboration with the Eagle County Sheriff's Office. ECS enjoys a close relationship with the Sheriff's Office and has collaborated on the creation of several Internet safety presentations for students and parents.

To meet the requirements of CIPA, the District has purchased, installed, and maintains DeepNines Solutions for Education. DeepNines has an installed base of 190,000 Internet security appliances protecting millions of students, employees, and home users. DeepNines Security Solutions is an easy-to-manage security and content filtering solution that protects the entire district-wide area network.

Even though schools and libraries benefit from the wealth of information available on the Internet, not all information is appropriate. DeepNines prohibits students and the District employees from accessing websites that have pornographic, violent, or otherwise objectionable content. DeepNines is tailored to the needs of educational institutions and libraries. This solution also includes Internet security appliances with content filtering to protect the LAN from Internet hackers and to prevent students from accessing objectionable content, allowing the school or library administrators to have control over Internet access.

A high number of servers are added to the Internet daily. Server addresses may change daily. Software and hardware systems are being developed to bypass content filtering. These events make it impossible to guarantee that students or employees will never view pornographic, violent, or otherwise objectionable content. DeepNines updates the filtering lists weekly and this helps reduce the probability of objectionable material being accessed in the District. In addition, the District has the ability to add addresses to the filtered list at any time.

4. Student and Staff Policies

The District website provides access to all District policies. In addition, some schools require a student and in some cases a parent signature on District policies or school acceptable use documents. Students new to the district complete all policy forms upon registration. The signed acceptable use policies are kept on file, and automatically renewed each year.

Acceptable uses of Eagle County Schools Internet Services are limited to those which support education and employee communication in Eagle County Schools Re50J and which provide the

public with access to school and District information via the web. Use of the system must be consistent with the philosophy and educational objectives of Eagle County Schools.

Written documents, projects, and pictures are regularly made available on the District website to anyone in the world with access to the Internet. The acceptable use policy therefore includes the ethical and legal use of documents, as well as procedures to protect the personal information of students and staff and to maintain intellectual property rights.

The District e-mail system is intended for the purpose of conducting official District business. The acceptable use policy includes the ethical and legal use of e-mail, and best practices for conveying a professional image and delivering good customer service over e-mail.

The ECS recognizes the need for safety in all aspects of education. At times, students could be most vulnerable when not actively supervised online. It is our intent to block unwanted material and deal with infractions that involve technology of all genres.

Eagle County School District personnel are discouraged from bringing or using personal computing devices and while working on the Eagle County School District's network. This includes any devices, such as phones and PDA's, that require access to the network. No access is granted to these devices except in cases of Eagle County School District's visiting guests needing access to the network using their laptop, and then access is limited to the ECS Guestnet Network only.

The District does not have a policy in place that prohibits, limits, or allows student use of personal technologies such as cell phones, wireless computing, instant messaging, or other emerging technologies. At this time the District these issues as behavior issues.



G. Budget

The budget for the district's three-year ICT plan is presented below. The funding is in place to acquire and maintain all infrastructure and services over the next three years. The District general fund supports all the E-rate eligible and non-eligible budget items. All anticipated technology purchases are outlined in the rotation and reallocation plans and are supported by the budgets for the next three years. The anticipated E-rate discount for telecommunications services for this budget cycle is 60 percent.

District and school administrators are involved in ICT planning and implementation via participation in needs assessment, observation and discussion, the Technology work order system, collaborative document review and revision systems, and presentations to schools. Planning sessions provide the opportunity to coordinate state and federal programs (Title I, Title II A, and V) and other budgeting issues.

Figure 6: Information Communication Technology Plan Budget, 2010 – 2013

Service/Expense	Pre discount Amount	E rate 60% discount	Post Discount Amount
DO WAN/LAN COMMUNICATIONS	336,272.12	201,763.27	134,508.85
AVAMAR SYSTEM BACKUP	66,539.00		66,539.00
SMARTNET SYSTEM PROTECTION / RESTORATION	105,613.00		105,613.00
TECH MAINT AGREEMENTS	154,000.00		154,000.00
EDTECH ON-LINE RENEWAL SERVICES	125,000.00		125,000.00
CELL PHONE STIPEND	25,000.00		25,000.00
TECH INSTRUCTIONAL DIST STAFF TRAINING	3,000.00		3,000.00
TECH WKSHF/CONF/TRAVEL	2,500.00		2,500.00
TECH TRAINING SUPPLIES	2,000.00		2,000.00
TECH VEHICLE PARTS	2,000.00		2,000.00
TECH VEHICLE FUEL	3,700.00		3,700.00
TECH EQUIP REPAIR	10,000.00		10,000.00
TECH STAFF SERVICES - 9 Units	2,700.00		2,700.00
TECH SUPPORT ASS'T	1,000.00		1,000.00
TECH STAFF SERVICES	1,000.00		1,000.00
TECH NETWORK SUPPORT SPEC OT	3,000.00		3,000.00
TECH ADMIN ASSIST OT	2,000.00		2,000.00
TECH DIR WKSHF/CONF/TRAVEL	2,000.00		2,000.00
TECH IN-DISTRICT MILEAGE	5,000.00		5,000.00
TECH SUPPLIES	9,000.00		9,000.00
TECH DEPT SOFTWARE/SCHOOL SOFTWARE	20,000.00		20,000.00
TECH SPECIAL PROJECTS	14,000.00		14,000.00

Figure 6: ICT Plan Budget, 2010 – 2013 (continued)

TECH DEPT HARDWARE/EQUIPMENT	20,000.00		20,000.00
TECH NETWORK EQUIPMENT & SUPPLIES	20,000.00		20,000.00
Year 1 Total	935,324.12		733,560.85
Year 2 Total (10% increase)	1,028,856.53		806,916.93
Year 3 Total (10% increase)	1,131,742.19		887,608.63



H. Action Plan

Technology initiatives supporting District goals and objectives are organized into new, annual, and ongoing initiatives. New initiatives are finite projects targeted for completion during this planning phase. The annual timeline includes training, budgeting and planning cycles. Ongoing projects include long-term initiatives or those that are continuous in nature, and may exceed the timeline of this plan.

Figure 7: Action Plan Timeline

New Initiatives			
Goal	Date	Activities	Person(s) Responsible
Use Tech to improve CSAP scores	Spring 2009	Roll out new employee application portal system (SchoolRecruiter)	Chief Information Officer
Use Tech to improve CSAP scores	Fall 2009	Parent portal for monitoring individual achievement	Chief Information Officer
Use Tech to improve CSAP scores	Fall 2009	Implement technology mentor program	
Use Tech to improve CSAP scores	Fall 2009	Rebuild ECS website	Chief Information Officer
Safe Environment	Fall 2009	Roll out employee identification system (badges) for security	Chief Information Officer, Security
Use Tech to improve CSAP scores	Spring 2010	Develop a comprehensive set of benchmarks for eighth grade students to demonstrate and assess tech literacy, and full integration of technology	Technology Support Team, Administration
Use Tech to improve CSAP scores	Spring 2010	Test TLAP assessment	Chief Information Officer
Use Tech to improve CSAP scores	Spring 2010	Report district data using State growth model	Chief Information Officer
Use Tech to support inquiry-based learning	Summer 2010	Develop understanding of what inquiry based learning involves	Chief Information Officer

The timeline continues on the next page with Annual Initiatives.

Figure 7: Action Plan Timeline (continued)

Annual Initiatives		
Date	Activities	Person(s) Responsible
August	New teacher training	Chief Information Officer, Dept. Staff
October	Begin e-Rate process	Chief Information Officer, Secondary Support Specialist
January	Department planning/goals	Chief Information Officer
January	Begin budget work	Chief Information Officer, Director of Finance
February	Budget allocation	Chief Information Officer
February	Curriculum reviews	Chief Information Officer, Director of Curriculum

February	Review Technology Plan	Chief Information Officer, Administration, Committees
April	Finalize Budget	Chief Information Officer
April	Purchase items for rotation	Chief Information Officer, Dept. Staff
June	Tech Academy	Chief Information Officer, Tech Integration Specialist, Instructional Coaches

Ongoing Initiatives		
Goal	Activities	Person(s) Responsible
Use tech to support inquiry-based learning	Continue to build ECS wiki site	Chief Information Officer
Develop infrastructure to support inquiry	Add additional capabilities to the district's video streaming systems	Chief Information Officer
Use tech to improve CSAP scores	Roll out and refine employee portal	Chief Information Officer
Use tech to improve CSAP scores	Use video distribution to deliver board and professional development meetings through the community public access channel	Chief Information Officer
Develop infrastructure to support inquiry	Deliver teleconference capabilities to all classrooms via WebEx	Chief Information Officer
Support technology integration into curricula	Deliver teacher video and local content through Discovery Education streaming	Chief Information Officer
Support district planning and project management	Organize projects and coordinate through Basecamp	Chief Information Officer
Develop infrastructure to support inquiry	Infrastructure student: computer ratios for all levels	Chief Information Officer
Develop infrastructure to support inquiry	Ensure all instructional spaces have projection device	Chief Information Officer
Develop infrastructure to support inquiry	Increase bandwidth per SETDA recommendations	Chief Information Officer

I. Evaluation Plan

Review of Prior Plan. The district contracted for an independent audit by ISC in 2006, including a network assessment and recommendations for future actions. In 2009, C21L performed an ICT audit for the district, referencing the updates and accomplishments since the previous ET-IL plan. Periodic additional audits are recommended in the future for an independent review of district tech systems, with the next review planned for 2012.

Evaluation of 2010 – 2013 Plan. The ICT Plan for Supporting District Goals (Figure 5, pp. 10 – 11) forms the basis for the evaluation plan described below, in Figure 8. The strategies for reaching district goals are stated, along with supporting ICT activities. The evaluation activities will be performed internally, under the direction of the Chief Information Officer. Online surveys of parents and community members, teachers, and district/school staff will be conducted in May before the close of the school year. Data analysis, reporting, recommendations and planning will occur during June and July each year.

Figure 8: Evaluation Plan for ECS ITC Plan, 2010 - 2013

Strategies	ICT Activities	Evaluation
<p>Staff development that deepens understanding of assessments and data</p> <p>Generate data that support a standards-based report card</p>	<p>Support assessment data collection and reporting for multiple audiences</p> <p>Support communication tools between district, parents and community</p> <p>Implement benchmark online assessment system keyed to CSAP 2x/month</p> <p>Develop online data aggregation and assessment system</p>	<p>Annual online survey of:</p> <ul style="list-style-type: none"> - District and school administrative staff - Teachers - Parents and community members <p>Annual review of CSAP data, data use, and any needed changes in data reporting for end users</p>
<p>Use Rtl for core content;</p> <p>Identify and respond to CSAP-measured gaps</p> <p>Establish pay for performance system</p> <p>Support pay-for-performance data system</p>	<p>Provide capacity to share innovative teaching strategies district-wide</p> <p>Automate teacher evaluation system linked to student achievement</p> <p>Establish parent portal for individual student achievement monitoring by Sept 2009</p>	<p>Annual online survey of:</p> <ul style="list-style-type: none"> - District and school administrative staff - Teachers - Parents and community members <p>Annual review of survey data with regard to usability, access, and suggestions for improvements</p>

(continued on the following page)

Figure 8: Evaluation Plan for ECS ITC Plan, 2010 – 2013 (continued)

Strategies	ICT Activities	Evaluation
Use AASL standards and benchmarks as guidelines Establish challenge- or inquiry-based learning framework across district Develop and implement a problem-solving curriculum Students participate in creating ILP	Work across departments to benchmark proficiencies and develop assessments for 21st century skills Provide staff development on challenge / inquiry based learning and problem solving Develop organizational process and systems to support ILPs for all students	Annual review of tech literacy curriculum, support, assessments and results Annual review of 21 st -century teaching and learning, using C21L needs assessment Annual ILP systems review
Protect against cyber bullying Extend school library hours and/or establish community tech centers to provide access	Filter content Deliver Internet safety curriculum Identify community resources for family access to technology & instruction	Annual survey of community members and parents regarding tech access and safety Annual review of Internet safety policies and procedures
Build community support for ICT use and funding; maintain consistent funding levels Maintain appropriate human resources Maintain core infrastructure services Work with other departments to provide staff development services; teach and assess tech literacy	Install equipment Purchase and load software Subscribe to services Identify and implement tech literacy staff development, curriculum and assessments	Annual internal audit of ICT systems and services Analyze online survey data relevant to tech tools and support; prepare action plan based on results Analyze tech literacy data on students and staff; survey feedback on tech literacy curriculum and assessments External ICT audit in 2012

Performance measures will be developed by April 2010 for each strategy and ICT activity, forming the basis of data collection and survey instrument development. Results of the 2009 ICT Audit will form the basis for ICT planning and inter-departmental teamwork to advance work on district goals.

Appendix E Student Achievement Data

Eagle County School District CSAP Achievement Baselines and Targets for 2009

Note: For these calculations, all students with 2 years of matched CSAP data are included in the analyses. Students in the percentages below are those who: began below proficient and improved by at least a third of a proficiency level, or began proficient and stayed proficient or improved, or who began advanced and stayed advanced.

District/School	Content Area	2005-2006	2006-2007	2007-2008	3-Year Baseline	Gap (100%-Baseline)	10% of Gap	Improvement Goals (Baseline + X% of Gap)			Actual Achievement	Target Level Achieved
								0%	(Stable)	20%		
District	Math	56%	54%	50%	53%	47%	5%	53%	58%	62%	60%	10%
	Reading	75%	74%	75%	75%	25%	3%	75%	77%	80%	76%	Stable
	Writing	64%	64%	59%	62%	38%	4%	62%	66%	70%	68%	10%
Avon ES 0.01	Math	67%	48%	46%	55%	45%	5%	55%	60%	64%	58%	Stable
	Reading	65%	49%	67%	60%	40%	4%	60%	64%	68%	65%	10%
	Writing	62%	58%	61%	60%	40%	4%	60%	64%	68%	57%	Below
Battle Mountain HS 0.01	Math	41%	31%	37%	36%	64%	6%	36%	43%	49%	30%	Below
	Reading	77%	79%	72%	76%	24%	2%	76%	78%	81%	73%	Below
	Writing	65%	60%	48%	57%	43%	4%	57%	62%	66%	61%	Stable
Berry Creek MS 0.01	Math	46%	47%	42%	45%	55%	5%	45%	51%	56%	58%	20%
	Reading	63%	65%	59%	63%	37%	4%	63%	66%	70%	68%	10%
	Writing	57%	64%	50%	57%	43%	4%	57%	62%	66%	57%	Stable
Brush Creek ES 0.01	Math	62%	72%	83%	74%	26%	3%	74%	76%	79%	85%	20%
	Reading	83%	83%	87%	84%	16%	2%	84%	86%	87%	83%	Below
	Writing	62%	64%	80%	69%	31%	3%	69%	72%	75%	66%	Below
Eagle CO Charter 0.01	Math	71%	73%	70%	71%	29%	3%	71%	74%	77%	80%	20%
	Reading	85%	80%	83%	83%	17%	2%	83%	84%	86%	81%	Below
	Writing	77%	70%	70%	73%	27%	3%	73%	75%	78%	79%	20%
Eagle Valley ES 0.01	Math	85%	86%	68%	79%	21%	2%	79%	81%	84%	71%	Below
	Reading	77%	85%	80%	81%	19%	2%	81%	83%	84%	68%	Below
	Writing	77%	66%	64%	69%	31%	3%	69%	72%	75%	62%	Below
Eagle Valley HS 0.01	Math	41%	34%	33%	36%	64%	6%	36%	42%	49%	36%	Stable
	Reading	74%	77%	76%	76%	24%	2%	76%	78%	81%	72%	Below
	Writing	52%	51%	45%	49%	51%	5%	49%	54%	59%	55%	10%
Eagle Valley MS 0.01	Math	57%	64%	55%	58%	42%	4%	58%	63%	67%	75%	20%
	Reading	79%	73%	79%	77%	23%	2%	77%	79%	82%	81%	10%
	Writing	71%	72%	70%	71%	29%	3%	71%	74%	77%	80%	20%

Alpine Achievement Systems, 2008

CSAP Scores in ECS 2007-08: % Students in Each Quartile

CONTENT AREA	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED	PROFICIENT + ADVANCED
Middle Schools					
Math	13	30	36	20	56
Science	14	41	33	12	45
Writing	4	36	49	11	60
Reading	12	21	57	10	67
High Schools					
Math	26	33	28	12	40
Science	20	28	46	7	53
Writing	5	44	43	8	51
Reading	9	24	60	7	67

CSAP Scores in ECS 2008-09: % Students in Each Quartile (*=increased over past year)

CONTENT AREA	UNSATISFACTORY	PARTIALLY PROFICIENT	PROFICIENT	ADVANCED	PROFICIENT + ADVANCED
Middle Schools					
Math	12	18	36	24	60*
Science	24	23	44	9	53*
Writing	4	33	51	12	63*
Reading	11	20	59	11	70*
High Schools					
Math	37	33	24	6	30
Science	32	23	40	4	44
Writing	4	47	44	5	49
Reading	7	28	62	4	76*

Appendix F ECOTT Selection Criteria

Draft Criteria for Eagle Classrooms of Tomorrow Team (ECOTT) Membership

All individual instructional staff applying to participate as an ECOTT member must meet the following qualifications:

- **ECOTT Participation:** All members agree to attend all PD trainings related to the Creating a 21st Century Learning Community, including designated ECOTT quarterly Community meetings (across District). All instructional staff will be paid a “high need” bonus for completing year-long formal training. All members will also agree to participate in the Community Building activities by posting resources or success stories on a monthly basis, as well as interacting in other technology-related forums.
- **ECOTT Skill Development:** All members agree to accept personal responsibility for learning new skills (IT & 21CL-related) to enhance their participation in the Creating a 21st Century Learning Community initiative. This may require utilizing the additional available resources to enhance skills on personal time.

**Appendix G
21CL Expo**

**Eagle County Schools
21st Century Learning Expo**

August 27, Beaver Creek Colorado

Keynote: Preparing Eagle County Students to Soar in the 21st Century

Breakout Sessions: 3 – 20 minute sessions:

Critical Thinking ~ Blogs and eBoards

RCHS Master Teacher, Troy Dudley will describe how blogs and eBoards can be used to promote critical thinking in students. The basics of blog development and potential instructional uses will be covered, and participants will receive information on how to immediately start utilizing blogs in the classroom.

Information Literacy ~ Destiny, Google Earth

ECS Media Services Coordinator, Barb Romersheuser will guide participants through the vast resources available on Destiny – the district’s library management system. Attendees will learn about a variety of new and improved media services available to them through the district, and they will explore the instructional opportunities for students.

Collaboration ~ Wikis, Web 2.0

EVHS Technology Specialist and Assistant Principal, David Russell will discuss the benefits of student collaboration in a 21st century learning environment and will demonstrate how to use wikis and other Web 2.0 tools such as Google Docs to foster collaboration among students. Teachers will walk away with strategies for harnessing the power of student collaboration through modern technology.

Self-Direction ~ Discovery Media, Twitter

ECS Educational Technology Manager, Jason Douglas, will present on the importance of self-direction in 21st century education. The use of videos, website design, and emerging technologies like Twitter will be covered and participants will receive information on how to utilize these tools to promote self-direction in their students.

Invention ~ iPods, Cell Phones, Podcasting

ECS Instructional Coach - Eric Olsen will present attendees with hands-on experience using everyday tools that all students can access. Exciting new developments have turned portable handheld devices into powerful instructional tools. Teachers will learn the basics of how to use these common, inexpensive tools and how they can be utilized to foster creativity and invention in their classrooms.

Appendix H Key Personnel

Traci Wodlinger, ECS Director of Professional Development

Traci will provide supervision and oversight to all PD and resource development for this initiative.

Traci brings 25 years of work in public education to ECS, including having been a secondary teacher and then district administrator. Her most recent national presentations have been for the Education Trust, the National Institute for Excellence in Teaching, the Center for Teaching Quality, and the Teacher Advancement Program Foundation Summer Institute. In 2005, Traci was one of only 17 teachers in Colorado who were awarded their National Board Certification. Other honors include being named one of only 40 members of the NASA 2001 Master Teacher Cadre, recipient of the Phi Delta Kappa Award for an Exemplary Educational Program and Eisenhower National Clearinghouse for Math and Science Education Innovator of the Month Award.

Barrington Williamson, ECS Chief Information Officer

Barrington will provide technical support and assistance to the development of PD and resources for this project.

Barrington is the Chief Information Officer for ECS. Dr. Williamson has over 20 years of Information Technology (IT) experience and a proven track record of success driving operational efficiencies and business-aligned technology solutions. Most recently, Dr. Williamson has worn the hat of Chief Information Officer / Vice President of Technology for Edugen360 Co. in Philadelphia, Pennsylvania, an educational business consulting company. Previous to that, Barrington was the Chief Information Technology Officer for Marion County School District in Ocala, Florida – a district of nearly 43,000 students. Dr. Williamson's impressive educational background includes receiving a Bachelor's Degree in *Business Administration & Human Services* from Antioch University in Ohio, two Master's Degrees from Cheyney University of Pennsylvania (one in *Educational Leadership and Administration* and one in *Adult Andragogy Science & Computer Technology*) and two Doctorates Degrees (one in *Education Leadership and Technology* from Temple University in Philadelphia and one in *Human Resources Management and Technology* from Ashbourne University in England).

In his role as the Chief Information Technology Officer for Marion County School District in Ocala, Florida, Dr. Williamson developed and executed business-aligned IT services for operation and curriculum divisions by redesigning the technology infrastructure, created a School District Business Continuity program, served as the Primary School District IT Liaison to review and remediate any technology-related audit issues and ensure compliance to best practice standards, and worked to reduce annual IT costs. In addition to his extensive experience in the world of education, Dr. Williamson has headed technology implementation efforts for SAP, PEOPLESOFT and ORACLE, as well as Finance, HR and Portal systems. Dr. Williamson also serves on CTB-McGraw/Hill's Executive Board.

TBN, ECS Instructional Coach

A TBN Instructional Coach will provide the majority of direct PD services, both development and delivery, for this project, as well as provide oversight and development of all resources; he will also assist in data collection for the Assessment Plan.

Jason Douglas, Educational Technology Manager

Jason will provide technical support and assistance to the development and delivery of PD and resources.

Jason Douglas holds a BA and History with certification to teach at the secondary level, as well as an MEd in Educational Technology, and a MA in Educational Administration. He has worked in education for nearly 13 years in positions as diverse as teacher, trainer & Director of Technology, and also including work as an educational consultant and instructional designer. Jason was the Director of Technology in Elizabeth, Colorado and a Trainer for ETC - the TCI cable subsidiary that trained teachers in the effective use of technology in the classroom. At ECS Jason's focus has been to bring new technology tools to every teacher's classroom.

Andrej Birjulin, ECS Director of Evaluation and Research**Andrej will oversee the ECS data collection efforts, and assist in summative data analysis.**

Andrej oversees all research activities for state and district assessment data, and provides expertise in developing valid and reliable evaluation systems for employees and district programs. Andrej's earned a doctorate in Applied Social Psychology from CSU in 1997 and has 19+ years of experience conducting applied research with a heavy emphasis on field research and evaluation. Prior to coming to ECS, Andrej worked for CDE on developing and implementing Colorado's State Performance Plan for improving services and outcomes for students with disabilities along with other initiatives.

TBN, Data Manager

ECS is in process of hiring TBN Data Manager to oversee data collection of numerous existing projects. This TBN staff person will provide oversight to data collection and analysis for the E2T2 project.

Appendix I Student Population Characteristics

Student Characteristics and Achievement Gap Related to SAR

SCHOOL	SAR 2007- 08	% HISP 2008- 09	% F&RL 2008-09	% ELA (NEP & LEP) 2008-09	MATH GAP* 2007-08		WRITING GAP* 2007-08		READING GAP* 2007-08	
					% Hisp	% FRL	% Hisp	% FRL	% Hisp	% FRL
Elementary					Total P+ = 66%		Total P+ = 52%		Total P+ = 68%	
AES	Low	90	70	81	19	19	19	20	23	22
BCES	High	21	16	13	9	29	21	18	12	6
ECCA	Excel.	5	0	0	-	0	-	0	-	0
EVES	High	53	45	47	16	12	20	17	15	6
EES	Avg	61	44	55	33	37	27	35	20	25
GES	Avg	74	63	51	12	15	20	22	25	24
JCES	NA	59	75	66	New school, no scores for 2007-08					
MMES	Avg	70	60	52	12	15	20	22	25	24
RHES	Avg	54	29	35	12	15	9	21	6	19
RSES	High	35	30	18	13	12	24	23	24	18
Middle					Total P+ = 49%		Total P+ = 58%		Total P+ = 66%	
BCMS	Low	79	55	49	27	29	43	35	29	39
EVMS	High	30	28	10	12	16	14	15	21	26
GCMS	High	63	37	24	8	10	9	16	8	14
MMS	High	39	26	15	18	20	18	21	10	16
High					Total P+ = 33%		Total P+ = 44%		Total P+ = 66%	
BMHS	High	49	22	22	22	27	29	37	29	39
EVHS	High	42	20	13	46	7	17	19	9	19
RCHS	Low	42	1	12	33	-	21	-	4	-
NAS	-	100%	NA	100	33	-	44	-	66	-
District										
		52	34		36	24			40	35

***Achievement Gap:** [Percent Total School Type (Elementary, Middle or High) Accomplishing Proficient or more (P+)] Minus [School-wide Percent Hispanic or Percent Free & Reduced Lunch Students Accomplishing Proficient or more (P+)]

Appendix J

Evidence of Consultation with Nonpublic Schools



P.O. BOX 740 • EAGLE, COLORADO 81631 • (970) 328-6321 FAX: (970)328-1024

September 1, 2009

Dear Administrator,

Eagle County Schools plans to submit an application on Monday, September 14, 2009 to the Colorado Department of Education for an Enhancing Education through Technology (EETT) grant. We would like to invite you and your educators to participate in this exciting opportunity to receive Professional Development around the integration of technology and 21st Century Learning skills in the secondary levels.

If your school experiences a high rate of children from families with incomes below the poverty line, if you have one or more schools identified by the state as in need of “improvement”, or has a substantial need for assistance in acquiring and using technology, you may qualify to participate in this opportunity.

If funding is granted, Eagle County Schools’ instructional coaches will work with schools to provide imbedded content and pedagogy related to the integration of technology and 21st Century Learning skills. Your school would need to demonstrate some level of need for additional Professional Development in these areas. Some nominal fee would be charged for participating in these PD activities.

If you are interested, please respond to the following invitation by attaching this document and sending by email:

- ☐ I am interested in our school organization participating in the EETT grant to recruit some of our Educators to be in a cohort of specially-trained educators (and we have identifiable needs related to recruitment and/or academic success in these areas)
- ☐ I am interested in our school organization participating in the EETT grant to recruit some of our Educators to be in a cohort of specially-trained educators (but we DO NOT have identifiable needs related to recruitment and/or academic success in these areas)
- ☐ I am interested in learning more about the EETT grant
- ☐ Our school is NOT interested in participating in this EETT opportunity.

Please contact me to schedule Educators for this Professional Development opportunity:

Name: _____ Phone: _____

Email: _____

Please email this form to holly.woods@eagleschools.net by Thursday September 10, 2009.

Thank you sincerely,

Holly Woods, Ph.D.
Grant Writer
970-328-2755
Holly.woods@eagleschools.net

Evidence of Consultation with Nonpublic Schools

Participating LEAs should notify any nonpublic schools within the LEA's attendance area of the opportunity to participate in the EETT program. Submit this form for all participating LEAs. Additional documentation of consultation (e.g., sign-in sheets from meetings) should be kept by the LEA.

Note: Only nonpublic schools who can demonstrate need may participate as partners.

Name of LEA: Eagle County Schools

MSP Contact Name: Holly Woods

Phone: 970-328-2755 Email: holly.woods@eagleschools.net

☐ Check if there are no eligible nonpublic schools located within the LEA's boundaries.

Nonpublic School Name	The school has not responded to the LEA's repeated, good-faith attempts for consultation	Interested in participating in MSP?* Y/N	High Need? Y/N
Vail Mountain School	x		N
Vail Christian High School		N	N
Stone Creek Charter Academy	x		N
St. Claire's Academy	x		N
Vail Academy	x		N

*If participating, nonpublic school should be listed as a partner and included in all relevant aspects of the proposal.

The LEA assures that all private schools were given the opportunity to participate in the MSP program and that it engaged in meaningful consultation as required by section 9501(c) of ESEA.

Printed or Typed Name of Authorized Official Sandra Smyser Title Superintendent

Signature  Date 9-14-09